Southeast
Regional College
Where minds and possibilities meet.

ANNUAL REPORT

2007-2008

Leading the way, reaching people and communities through the power of learning.

Vision

To provide access to learning experiences and information that enable people and communities to meet the realities of today and create opportunities for tomorrow.

To achieve this…

We ***serve learners*** by using our strengths and expertise to create student-focused programs and facilitate access to programs developed by others.

We ***support communities and people*** by providing learning experiences that help them to develop and adapt to change.

We ***support*** our colleagues with cooperation, teamwork, encouragement, and mutual respect.

We ***provide collaborative, innovative leadership*** in creating and ensuring learning opportunities.

Values

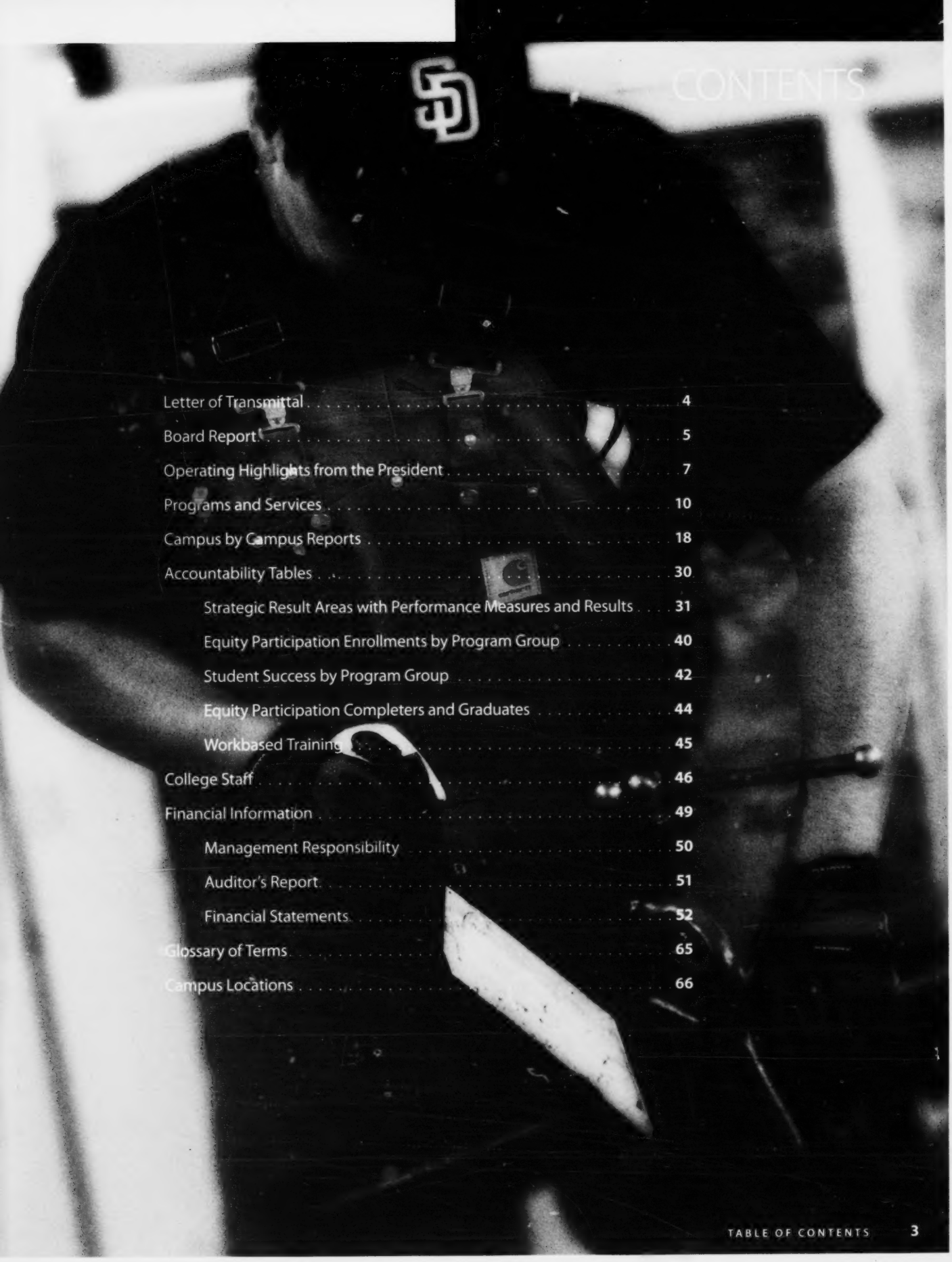
We believe living is learning, and everyone should have the opportunity to learn. Access to knowledge and information is vital to health, growth, and development for individuals and communities.

We believe our plans and programs should be community based. We involve communities and community based groups in the college, and we provide support to them through community development and the use of community resources. Our activities are focused on the needs of the learners and the clients we serve. We seek partnerships and collaboration, and we practice decision-making that is open, honest, participative, and inclusive.

We place a high value on flexibility and innovation. Our programs and services are responsive to the changing needs of communities and individuals. We welcome change as opportunity, and we act as agents of positive change that reflects our vision, values and mission.

We place a high value on a positive and professional environment. Our everyday attitudes and behaviors reflect enthusiasm towards learning and work, a sense of humour in the face of challenges, and enjoyment in the company of colleagues and those we serve. We are committed to professional development.

We respect people. We appreciate diversity and encourage tolerance. We recognize individual contributions. We treat people fairly and equitably.



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LETTER OF TRANSMITTAL

Southeast Regional College

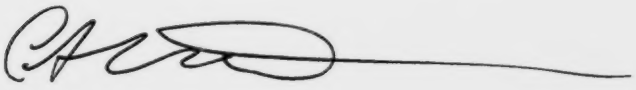
December 1, 2008

The Honourable Rob Norris
Minister of Advanced Education, Employment and Labour
Saskatchewan Advanced Education & Employment
Room 322, Legislative Building
2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Norris:

On behalf of the Southeast Regional College Board of Governors, I am pleased to present our Annual Report for the year ending June 30th, 2008, in accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional College Regulations.

Respectfully submitted,



Christalee Froese
Acting Chairperson, Board of Governors
Southeast Regional College

BOARD REPORT

The booming economy of the Southeast has been the focus of the Southeast Regional College over the past year, providing the impetus for research into the expansion of the College's Energy Training Institute. The Board of Governors has focused its energy on securing provincial government support for an industrial training ground, recognizing that the continued growth of the oil and gas sectors is contingent upon a skilled workforce.

Valuable support from regional MLA's assisted the College in securing an audience with ministers and officials from the Ministry of Advanced Education, Employment and Labour (AEEL) and the Ministry of Enterprise and Innovation. The Southeast Regional College's focus on innovation was applauded by all in attendance, with a commitment of $50,000 being secured to explore the feasibility of a multi-million-dollar training ground project.

The Board of Governors also concentrated on future planning, undertaking an in-depth review of the previous five-year plan and charting a new course for the future. The key areas of focus for 2008 to 2013 will be:

- Student satisfaction
- Administrative excellence
- Market responsiveness
- Functional facilities
- Financial performance

The Board composition changed over the course of the year, with its longest-serving member, Debbie Packet, stepping down. Our sincere thanks to Mrs. Packet for her unwavering commitment to the College during her eight years as a governor, three of which were spent in the chairperson's role. Christalee Froese served as acting chairperson in Debbie Packet's absence, with Sheila Sterling carrying out the duties of the vice chairperson.

2007-08 Board of Governors (Top row, left to right): Darcy Iversen (Weyburn), Dale Felgate (Estevan), Keith Zabolotney (Assiniboia)

(Bottom row, left to right): Sheila Sterling (Antler), Christalee Froese (Montmartre)

(At right): Debbie Packet (Benson)

At the provincial level, the Southeast Regional College Board participated in numerous committees and training sessions in order to advance the interests of the College system as a whole. At the Association of Canadian Community Colleges Conference in Prince George, B.C., Southeast Regional College joined SIAST, the Ministry of AEEL and Saskatchewan Indian Institute of Technologies to co-present a session on inter-institution cooperation. The College is also an active member of the provincial Governance Leadership Series Committee, working with the Ministry of AEEL to prepare board members for their leadership roles.

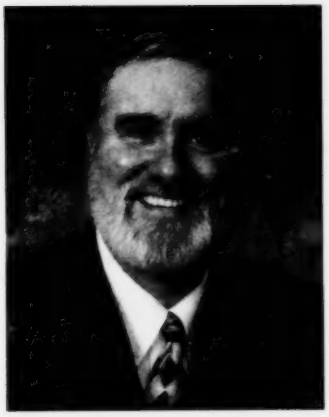
The Board extends its sincere appreciation to CEO Graham Mickleborough, acting CEO Lisa Cantlon and the executive management team who worked tirelessly to ensure the continued growth of the Southeast Regional College. A heart-felt thank you is also extended to staff, students and stakeholders for their commitment to creating a College that is innovative, responsive and an integral part of the region's unprecedented expansion.

2006-07 BOARD MEETINGS:

9	Regular Meetings
1	Annual Meeting

OPERATING HIGHLIGHTS FROM THE PRESIDENT

Planning and Accountability



Graham Mickleborough, President

Much has been accomplished at Southeast Regional College over the past year; we have celebrated these successes over the year at our fall Staff Convention and most recently at our April General Staff Meeting where we looked back at the results of our last 5-year plan.

We are also entering a new phase for our College with the implementation of the next 5-year plan. New Strategic Result Areas (SRA's) were identified as a result of the planning session from the staff convention in Assiniboia, Board planning in Saskatoon, and Executive Management planning at Kenosee Lake. As our college shifts focus under the new plan, we look forward to an exciting future and new direction for 2008-2013.

Programming and Development Highlights

Southeast Regional College (SRC) has proven itself to be the "trainer of choice" within the Oil and Gas sector in Saskatchewan. Through our partnership with Enform, the national leader in energy sector training, we are working towards expanding our Energy Training Institute (ETI) programming offerings, to develop a "Training Ground" that will provide hands-on training to energy sector employees.

Currently ETI offers virtually the full suite of safety training required for the Oil and Gas Sector. The Training Ground will allow us to expand our offerings by providing hands-on training, most of which is not currently offered anywhere in the province.

Although primarily focused on the Oil and Gas Sector, the Training Ground may also serve important training needs for the Mining Sector (e.g. training for emergency response teams, rigging training, etc.) for Municipalities (e.g. fire-fighting) and for Crown Corporations (e.g. high-angle rescue).

A funding plan is under development for this important opportunity.

Saskatchewan Apprenticeship and Trade Certificate Commission hosted its seventh annual awards presentation on October 26, 2007. This event honours outstanding achievement in journeyperson certification, and acknowledges the contribution technical training teams and trade boards have made to the success of the apprenticeship and trade certification system in their trade area. The Energy Training Institute was honoured to win *"Outstanding Technical Training Team"* for the significant contribution ETI has made in the innovative delivery of apprenticeship training for the Rig Technician Trade.

Human Resources

SRC filled the facility manager position with Wayne Martin starting his role at the College in August of 2007. The College was also pleased to welcome Don Beahm as the new General Manager of Business and Industry, and in turn, saddened to bid farewell to Ila Connery, Project Manager, who resigned as of February 8, 2008.

A new Human Resources Policy Manual was drafted and presented to the Board of Governors for approval.

Marketing

The College launched an *"ed-2-go"* product campaign. Over the 3 month period, registrations grew by 51.5% from the previous year. A Public Awareness Survey completed in October 2007 saw the familiarity with SRC increase by 7% from the previous survey; public awareness continued to be the focus for the year. A Viewbook was also developed and produced, providing an overall snapshot of the College's programs and services.

"English as a Second Language" was the focus of our 2007-08 Regional Needs Assessment and examined needs throughout our region.

Finance and Administration

Information Technology

We are proud of our technical infrastructure and especially our support Helpdesk. Both are considered to be industry best-in-class. Our customers receive a current list of services, applications and support wherever and whenever they need it.

A major focus is to increase technology adoption with staff and increase technology use in the classroom setting. This is being accomplished in several different ways: self-led online training, group learning and one-to-one instruction. We are also increasing readily available technology in the classroom itself.

Several process improvement projects are being focused on as well: improving service fault tolerance, and developing and performing controlled disaster recovery tests; with continuous improvement being our ongoing philosophy. These elements will naturally feed into larger College-wide Business Resumption plans.

Facilities

In the past year, upgrades were completed in Indian Head that included both heating/ventilation and insulation upgrades as well as image improvements such as lighting, flooring, painting and other general renovations. The Indian Head Campus requires further work including a proper fire alarm system and improvements to the exterior of the building; these are scheduled for the 2008/2009 year. The Weyburn Campus saw image improvements completed to the Boardroom and an Indoor Air Quality Assessment was completed on the Weyburn Campus. This revealed some maintenance and custodial issues but found little in the way of air quality issues on the day of sampling.

We continued to experience capacity, facility quality, and location issues in Moosomin. The Southeast Regional College team determined that the Moosomin Campus consolidation and relocation was the highest priority. The Capital Plan was developed with this in mind and a business case was started to support this need.

The facility manager has identified and completed many facility-related issues and continues to look into improvements at each Southeast Regional College facility with the goal of creating an environment conducive to learning.

Financial Review

The financial results for 2007-08 show a deficit of $359,353 which is less than the anticipated deficit of $509,461.

On the revenue side, nearly $458,700 was generated over plan. On the academic programming side, unplanned Full-time programs resulted in higher than planned revenue ($328,161). Career Student Services contributed higher than planned revenue ($164,999) as a result of additional funding from the Basic Education grant to support counselling and higher than anticipated revenues from Canadian Agricultural Skills Service (CASS). In the Business and Industry division higher than anticipated revenue from Jobstart/Future Skills contracts offset lower than planned tuition and contract revenue resulting from enrolments.

On the expenditure side, higher than expected spending of $308,595 contributed to the deficit. Unanticipated expenditures in the Full-time programming area as well as greater than anticipated expenses related to the JobStart/Future Skills program are offset by lower than planned expenditures in the Part-time Credit programs. Higher than anticipated amortization costs also contributed to the over expenditure.

The deficit reduces the balance of the College's net assets to $1,503,950. Of this, $718,512 is invested in capital assets, $263,455 is unrestricted, $11,070 is in externally restricted funds relating to the agreement with Saskatchewan Building Officials Association regarding Building Code Training for Canadians and $510,913 has been restricted by the Board for specific purposes.

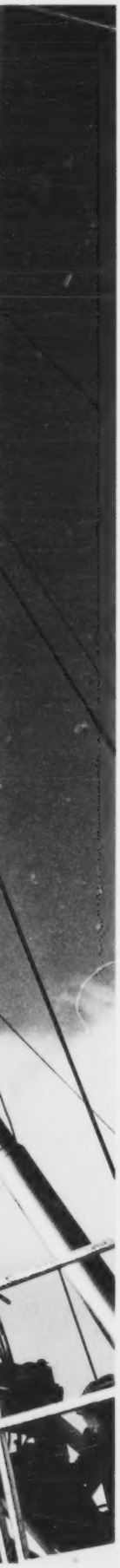
As of June 30, 2008, the Board of Governors has restricted funds for research and development of additional programming opportunities relating to Building Code Training for Canadians ($40,000); to fund the Training Ground Consultant position ($43,014); to continue to maintain our investment in information technology ($70,118); to fund anticipated 07/08 research and development costs ($136,200); to fund the eventual replacement of the Energy Training Institute truck as well as the Confined Space trailer ($91,568); to fund unbudgeted out-of-scope wage increases ($48,990) and to address facility and capacity issues at various College facilities ($81,023).

Closing

I would like to thank the Board of Governors for their vision and their faith in me, our management team, and our staff. Their foresight and trust allowed us to explore new opportunities, to be creative, and to grow the business of education.

Southeast Regional College really is the most innovative, most market responsive and entrepreneurial College in the province. This is a tribute to our Board for demonstrating the bravery to go where no other College has gone before, but particularly to the dedication and flexibility of our staff to always see the opportunity in things and to talk not about why we can't do things, but always about how we can. I am most proud to have been a part of our College's evolution over the last 6 years.

PROGRAMS AND SERVICES



Skills Training—Institute Credit

This section contains a summary of programs and courses delivered in partnership with SIAST (Saskatchewan Institute of Applied Technology and Science). Full and part-time programs are included in the summary. The funding for full-time programs comes from SSEP (Saskatchewan Skills Extension Program) and other federal and provincial sources.

In the 2007-08 academic year the following full-time programs were offered throughout the region by Southeast Regional College. In the Big Muddy District, Power Engineering, Electrical, and Welding were offered. In the Moose Mountain District, programs included Continuing Care Assistant and Hairstylist. In the TransCanada District we offered Electrical, Business Administration, Continuing Care Assistant, and Plumbing. The Coteau District offered Welding and Business Administration.

Employment continues to remain high in the southeast region which supports the demand for part-time credit training. Part-time training is offered at various locations throughout the region. Part-time credit programs offered in 2007-08 included Early Childhood Education Certificate and Diploma, Educational Assistant, Continuing Care Assistant, Office Education, Computer Works, and Heavy Equipment Operator.

When compared to the previous year, the College full-time student enrollments have increased for both full and part-time programs. Our region has experienced a significant increase in job opportunities, especially in the oil and gas sector. The College continues to offer relevant programming which prepares our students for employment.

Skills Training—Industry Credit

Skills Training—Industry Credit continues to be the major program area within the Business and Industry division, this year representing 77% of total casual students and 59% of total part-time student enrolments, both very similar to the previous year. As in previous years, the success of this program area can be attributed to the partnerships Southeast Regional College has established and maintained over the years. The College continues its solid relationship with the energy sector through the Energy Training Institute Advisory Board and focus groups. This committee has been invaluable in assisting the College in identifying the present and future needs of the energy sector.

The Early Safety Training Program continues to provide a cost effective means for young people in our region to attain safety certifications through the generous donations of a variety of businesses. The safety certifications assist young people to learn how to work safely and secure employment. In the last year, we awarded 68 bursaries totaling $12,908.

The College has continued to partner with various organizations throughout industry and education. Our partnership with Enform enables us to provide relevant training in the oil and gas sector, while our partnership with Saskatchewan Trucking Association provides clients in our area access to Truck Driver Training. The College also partners with other Regional Colleges, SIAST, SAIT and other institutions to round out educational and business requirements.

Enrollments for full-time, part-time, and casual students as well as full-time load equivalents, increased by 8% over the previous year. Steady increases in the Oil and Gas Sector activities, along with housing and industry in general, has driven the need for safety training by our Energy Training Institute. Continued growth is expected in the upcoming year.

Skills Training—Work Based

Full Load Equivalents have doubled when compared with last year. This program area usually does vary from year to year; this year's change was primarily due to an increase in economic activity in this region.

Skills Training—Non-Credit

The Skills Training—Non-Credit program area contains courses delivered by the College which are categorized in the areas of Industry Non-Credit, Community/Individual Development, and Personal Interest Non-Credit courses. Less focus is placed on the latter two program areas. The Industry Non-Credit program area dropped by 17% in participant hours and full load equivalents. The primary reason is that we did not offer many leadership and supervision courses. This could change significantly in 2008-09 because we will be offering several Professional Development classes in partnership with Alberta's SAIT Polytechnic.

Normally when employment is high within our region, Industry Credit and Non-Credit programs see registration increases while Institute Credit registrations decline. The Oil and Gas sector is extremely busy, enabling the College to deliver more Industry credit and non-credit programming especially safety training.

Adult Basic Education

Adult Basic Education makes it possible for individuals to return to the classroom to upgrade their education. Students enrolled in Basic Education programs have the opportunity to work at their own pace under the guidance of caring instructors. For many students Basic Education programs provide them with their first opportunity to be successful in an educational environment. Students enter programs at various educational levels and with individual educational goals. Many students will enroll in post-secondary programs after participating in Basic Education programs.

Adult Basic Education includes Literacy, GED (General Educational Development), ESL (English as a Second Language), Employment Skills, Level I, Level II, Level III, and Level IV. In 2007-08 the College offered seven Basic Education programs, including four on-reserve programs. Basic Education programs are located in Weyburn, Moosomin, Indian Head, Piapot, Ocean Man, Ochapowace, and Cowessess. The four on-reserve programs focused on Level II and Level III and the other three programs also offered Level IV (Grade 12). All of the programs offered continuous intake which allowed students to enroll in the programs when they were ready. The College was fortunate to apply for and receive over $237,000 of additional funding to continue the on-reserve program which was made possible through midyear adjustments.

Students in the Estevan area had access to three evening classes including two levels of Chemistry and Math 30. The classes made it possible for students to obtain prerequisites required for acceptance into post-secondary programs.

The Literacy Attendants were kept busy matching individuals with literacy and language needs with tutors. There were a total of 72 matches made in the region with the Estevan area experiencing the highest number of matches. English as a Second Language needs increased significantly due to the increased focus on immigration to meet the labour market demands. The Weyburn Basic Education program offered ESL classes to students in the Weyburn area. In June of 2007 the College began evening ESL classes in response to requests from businesses in the area. Classes are offered four nights a week.

University

University students in the 2007-2008 academic year continued to access first-year studies offered out of the University of Regina Distance Education in Arts, Business Administration, Education, Fine Arts, Kinesiology and Heath Studies, Sciences, and Social Work. University of Regina classes were offered in various modes: face-to-face, video-conference, online and via Saskatchewan Telecommunications Network (SCN). The ease of transferability of classes from institutions such as the University of Saskatchewan, SIAST, and Athabasca University has greatly contributed to students not only completing their first year in various faculties, but also their second year.

Five classes were offered in a traditional face-to-face mode and eleven classes were offered through video conference between classrooms in Estevan and Weyburn. Through instructor sharing of ideas and expertise in using the Interactive Cyber Learning Network classroom (ICLN), classes are becoming more communicative and responsive to a larger student base.

Estevan student registration in the fall of 2007 was 37 and in Weyburn the student registration was 105 in face-to-face and video-conference classes. Total student registration for the fall of 2007 was 142 with 10 classes running. The average number of students per class was 14.2.

Estevan student registration in the winter semester of 2008 was 19 and in Weyburn the student registration was 91 in face-to-face and video-conference classes. Total student registration for the winter of 2008 was 110 with 8 classes running. The average number of students per class was 14.

As planned, Math 110 was offered out of Estevan through video conference to Weyburn and Swift Current. Swift Current returned the favour and offered Chemistry 102 to Estevan and Weyburn. Since these classes generally have lower numbers, sharing amongst the three sites made these offerings accessible and better affordable for the Colleges involved.

We were excited to be able to offer Film 100 for the first time in the winter semester of 2008 as a Fine Art elective. This class was offered through video-conference between Estevan and Weyburn.

New to the University of Regina is the Liberal Arts Certificate. Students are able to complete this certificate at the College. The Liberal Arts Certificate is 30 credit hours composed of 10 classes. Students can then complete the remaining three years in Arts to achieve their degree. We hope that this certificate will appeal to full-time and part-time students in the College area.

Learner Support/Counselling

Southeast Regional College provides vocational, career and educational counselling to individuals and groups within the southeast region. Counsellors provide assessment, testing, workshops and one-to-one sessions to assist individuals in identifying interests, skills, and aptitudes. Counsellors assist individuals by providing information about careers, employment and job interview skills, educational programs/institutions, labour markets and funding options. Learners receive assistance in defining career goals and referrals where appropriate.

The Counsellors have assumed a greater responsibility in recruiting and retaining students to the Adult Basic Education. Intake/assessment is performed as a team including student, counsellor and instructor. This procedure ensures that learners are receiving appropriate placements, learning supports and setting attainable goals.

The College is also proud to be linked to the Southeast Education Foundation, which provides scholarships to our students. We also continue to maintain a close working relationship with Career and Employment Services throughout our region.

The Canadian Agricultural Skills Service (CASS) program still remains busy throughout our region. Counsellors worked with many clients to develop individual learning plans and further training. The College offers exam writing locations throughout the region for distance education students from learning institutions and corporations as needed. Learners have access to computers, technical support and testing rooms.

Education changes the lives of our students and counsellors work closely with instructors to guide students on their journey.

TEL (Technology Enhanced Learning)

Key TEL Accomplishments

Southeast Regional College (SRC) worked towards accomplishing the Technology Enhanced Learning (TEL) objectives outlined in SRC's Business Plan. As such, SRC endeavoured to implement a "seamless" approach in relation to TEL through integrating its TEL services and supports into its daily activities, program offerings, and services. As well, SRC continued to explore new ways to utilize existing TEL technologies and supports to greater capacity, as well as to research new technologies and services.

Interactive Cyber Learning Network (ICLN) and Partnerships

SRC's Interactive Cyber Learning (video-conferencing) Network (ICLN) continued to be an integral medium for delivering its various programming and services, to increase access to diverse learning opportunities and services for residents in rural Saskatchewan. SRC's ICLN, which is established between Weyburn and Estevan, provides learners and instructors with the opportunity to converse in a high-quality synchronous fashion, and facilitates the learners' ability to become an integral part of the classroom interaction and dynamics.

SRC explored the potential for extending its ICLN partnerships. As a result, SRC met with Cypress Hills Regional College, Swift Current campus and the U of R to discuss jointly enhancing and expanding each college's university course offerings through a multi-point ICLN partnership. Subsequently, SRC partnered with Cypress Hills Regional College to deliver three university courses via a multi-point ICLN connection, which included Swift Current, Weyburn, and Estevan. The ICLN partnership allowed each college to share instructional expertise and make the university programming at each college more viable.

Counselling and Campus Saskatchewan

Individuals accessing counselling services were advised of the diverse course and delivery options through Campus Saskatchewan and provided with guidance in selecting courses that best suited their learning and life styles and their career goals. Learners are sometimes skeptical and/or fearful of various distance delivery mediums, especially if they are unfamiliar with them. SRC continued to positively promote the various mediums in order to increase awareness and acceptance of them as viable delivery alternatives. We provided perspective learners with opportunities to "preview" the technologies and/or speak to former students regarding their experiences with the various mediums. Students accessing distance delivery courses received learner supports to facilitate technological usage and exam invigilation.

Web-based and/or Computer-Aided Courses and Learner Supports

SRC continued to facilitate the administration of over 1200 other web-based and/or computer course registrations, including university, SIAST, Ed2Go, TDG, WHMIS and Line Alert. During the year SRC initiated a promotional campaign to promote its various web-based Ed2Go courses. We experienced a 60% increase in Ed2Go registrations. SRC also continued to experience an increase in industries, especially in the oil sector, that are integrating web-based or computerized cd-based training into their safety operations. SRC worked towards developing the necessary partnerships to become a central delivery site to facilitate learners' access

to and technical support for these industries' computer-based safety training courses, e.g. Ensign's Rig-Up, Petroleum Safety Training (PST), Construction Safety Training System (CSTS), TDG and WHMIS. The trend for SRC to facilitate the administration of computerized training programs continued to grow, due to the development of new programs, as well as the learners' need to obtain re-certifications.

SCN Access

SRC provided SCN site access to numerous locations throughout the region, including: Assiniboia, Carlyle, Carnduff, Estevan, Indian Head, Moosomin, Weyburn, and Whitewood. SRC also supports SCN community sites in Rocanville, Kipling, Broadview, Montmartre, and Coronach. SCN registrations have been fairly stable over the past few years, with this trend continuing throughout the 2007/08 program year. During 2007/08, SRC provided access and learner supports for over 200 SCN registrations, including SCN special event activities. SIAST-Palliser's Business Administration courses continue to be very popular, due in part to the fact that rural learners have the opportunity to complete their entire Business Administration certificate via distance learning. The U of R SCN classes also remain quite popular, and are used as a means for complementing SRC's first-year university program. SRC continues to receive inquiries regarding the desire for more upper level classes and/or ability to obtain complete certifications via distance learning mediums.

Technical & Computer Access/Support

SRC continued to provide expanded TEL services at its Weyburn and Estevan campuses, as well as maintaining basic TEL services at its Assiniboia, Whitewood, and Moosomin campuses. Providing timely technical support is vital for smooth operations, whether it's required by students, instructors, or staff. Throughout 2007/08, SRC continued to work towards enhancing its technical infrastructure and learner supports in order to facilitate student success. This process was facilitated through the IT Manager, who is responsible for "architecting" the College's long term technical infrastructure and support needs. SRC operated its Helpdesk approach to help facilitate timely and efficient troubleshooting expertise.

Training and Professional Development Opportunities

SRC explored opportunities to participate in and facilitate a variety of TEL training and professional development opportunities. Piloting the ICLN with new instructors and programs, SRC continued to implement a "train-the-trainer" approach to train instructors and appropriate support staff. In addition, instructors were given additional financial resources and preparation time to modify and develop the necessary course materials for delivery via the technologies, as well as to become comfortable with operating the network.

Issues and Trends

Constraints Impacting TEL Goals

Currently, SRC possesses a complex organizational structure in relation to the provision of its diverse TEL services. Correspondingly, SRC has experienced some difficulties integrating its TEL services into a seamless comprehensive plan and corresponding learner support services, which has sometimes resulted in disjointed services and supports. As SRC progresses with its TEL strategic planning and implementation, SRC must continue to be cognizant of its existing and/or potential constraints, and to explore venues to minimize and/or overcome them. It is also important to note that in many instances, SRC's rural learners have greater access barriers, which are compounded by the fact that the rural areas usually experience the greatest constraints.

Financial Resources

SRC's desire to upgrade technologies and expand its ICLN to its rural campuses is impacted by its existing financial resources. SRC acknowledges that limited financial resources are a reality within the regional college system. SRC recognizes its need to modify its desired plans to coincide with available funding and human resource capacities.

Human Resource Capacity & Technical Expertise

Organizational human resource needs continue to be an ongoing issue in rural Saskatchewan. SRC has experienced difficulties associated with obtaining instructor expertise, ICLN expertise, as well as filling various SRC positions. Correspondingly, SRC acknowledges that it must continually weigh its desire to extend access to its programs and/or services with its desire to ensure the provision of high quality training and/or services. As such, during 2007/08, SRC continued to critically examine its existing and future human resource needs both in relation to TEL and the College as a whole.

Technical Constraints

SRC's ICLN has become a reliable, high quality, and preferred distance delivery system. However, technology is not infallible. SRC experienced minor technical glitches with its ICLN due to upgrading the equipment and software, human usage errors, and network issues.

Promotion/Acceptance of TEL

SRC continued to promote its ICLN, and corresponding TEL services. In certain instances, learners were not always aware of the TEL services provided through SRC or were sceptical as to the benefits of using technology as an alternative to the face-to-face delivery of services. SRC tried to promote awareness and understanding of the benefits through positive non-threatening experiences or introductions to the technology, i.e. open houses. SRC also tried to ensure that the technologies and related services were not "forced" upon instructors or learners; rather, participation was encouraged on a voluntary nature along with the provision of proper training and supports.

Technological Advancements

Overall, as technology continues to advance, it will have continued impacts on the direction of TEL and future initiatives. SRC believes that video-conferencing technology will become more prevalent as a delivery medium, as well as an administrative support function. Global opportunities for content sharing and course enrichment will become more prevalent and accessible. This will be due to three key factors. First, existing video-conferencing technologies will become available at reduced capital costs making it cheaper to install. Second, the quality of video-conferencing technology will continue to improve making the video-conference experience basically the same as being in the same location. Third, organizations and individuals will acknowledge the economic benefits as the cost of commuting, employee salaries, and so forth continue to rise.

ICLN Expansion

Over the past couple of years SRC has experienced a growing demand for its ICLN and expects this trend to continue to grow. SRC anticipates increased requests for more program options to be delivered via its ICLN as awareness increases amongst learners, instructors, staff, and the general public that the ICLN provides a high quality synchronous learning environment. SRC will continue to work towards resolving its infrastructure, facility, and resource issues in order to expand its ICLN network to its rural campuses, which will facilitate the inclusion of additional program areas and learner supports. However, the trend to expand the ICLN will be impacted by various constraints including infrastructure, i.e. CNET/bandwidth, facility design, as well as resources with both financial and human.

ICLN Partnerships

SRC will continue to explore opportunities to partner with other post-secondary institutions to expand its ICLN "point-to-point" and "multi-point", which will ultimately enhance program and service options in rural Saskatchewan. SRC believes that the key will be to partner with the credit-granting institutions, such as the U of R and SIAST.

Increased Demand for Web-based Learning Options and Learner Supports

There is a growing trend towards engaging in both formal and informal life-long learning opportunities. However, learners' various life roles often make it difficult for them to travel to access training. SRC foresees an increase in learners desiring web-based and/or computer-based course options. In addition, many of these learners will be seeking options that lead to the completion of a certificate or diploma at both the undergraduate and graduate levels. Correspondingly, SRC can foresee an increased demand for Campus Saskatchewan and SaskCAT as learners verify course transferability into their program of studies. Subsequently, there will be increased demand for corresponding learner supports.

Southeast Regional College
Comprehensive Enrollment by Program Group

		Actuals									
		2006-2007					2007-2008				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	**Institute Credit**										
	SIAST	147	285	6	186,399	207.11	162	321	9	150,919	167.69
	Other:		16		2,247	2.50	16	10		12,542	13.94
	Apprenticeship & Trade										
	Total Institute Credit	147	301	6	188,646	209.61	178	331	9	163,461	181.63
	Industry Credit										
	Total Industry Credit	3	741	3,632	94,136	392.23	4	844	3,892	101,105	421.27
	Workbased Training										
	Total Workbased Training	95			45,600	95.00	169			81,120	169.00
	Non-Credit										
	Total Non-Credit		254	1,065	31,240	130.17		250	1,116	26,708	111.28
Total Skills Training Credit		245	1,296	4,703	359,622	827.01	351	1,425	5,017	372,394	883.18
Basic Education	**Basic Education Credit**										
	Adult 12	72	37		76,833	85.37	65	62		67,589	75.10
	Adult 10	88	21		48,900	54.33	72	59		67,377	73.75
	Academic GED		7		2,184	5.20					
	Total BE Credit	160	65	0	127,917	144.90	137	121	0	134,966	148.85
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies		26		1,388	3.30		14		252	0.60
	Literacy					n/a					n/a
	Total BE Non-Credit	0	26	0	1,388	3.30	0	14	0	252	0.60
Total Basic Education		160	91	0	129,305	148.20	137	135	0	135,218	149.45
University	*Total University*	29	71		15,756	40.40	24	66		12,519	32.10
Total		434	1,458	4,703	504,683	1,015.61	512	1,626	5,017	520,131	1,064.73

CAMPUS BY CAMPUS REPORTS

Southeast Regional College region is divided into four districts: Big Muddy, Coteau Range, Moose Mountain, and TransCanada. Each district delivers a variety of programs in the Skills Training Institute, Industry Credit and Industry Non-Credit areas. The districts have again completed another successful year. The following is a regional summary of the program activity by district.

Big Muddy District

The campus for this region is located in Weyburn. The campus also serves as the head office for Southeast Regional College. The Oil and Gas Sector continued to provide increased training opportunities for the district. An increase in the number of oil well drilling rigs in this area has created a need for more trained workers. Due to the increased number of employees coming back to southern Saskatchewan, construction has seen a large increase creating a need for trained workers. The partnership with Sun Country Regional Heath Authority continued to grow with staff training in Continuing Care Assistant and safety training courses. The NorAmera Bioenergy ethanol plant in Weyburn also created training opportunities for the College.

Southeast Regional College
Comprehensive Enrollment by Program Group—Big Muddy Region

		Actuals									
		2006-2007					2007-2008				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	**Institute Credit**										
	SIAST	43	74	2	49,961	55.51	47	56	1	29,363	32.63
	Other:		4		621	0.69		3		519	0.58
	Apprenticeship & Trade										
	Total Institute Credit	43	78	2	50,582	56.20	47	59	1	29,882	33.21
	Industry Credit										
	Total Industry Credit	3	233	1,219	33,962	141.51	3	257	1,154	38,443	160.18
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		93	266	10,210	42.54		145	324	14,462	60.26
Total Skills Training Credit		46	404	1,487	94,754	240.25	50	461	1,479	82,787	253.65
Basic Education	**Basic Education Credit**										
	Adult 12	19	6		17,684	19.65	32	21		29,081	32.31
	Adult 10	4	1		4,242	4.71	51	55		46,617	51.80
	Academic GED										
	Total BE Credit	23	7	0	21,926	24.36	83	76	0	75,698	84.11
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies										
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit										
Total Basic Education		23	7	0	21,926	24.36	83	76	0	75,698	84.11
University	***Total University***	18	42		9,399	24.10	19	49		9,438	24.20
Total		87	453	1,487	126,079	288.71	152	586	1,479	167,923	361.96

Skills Training Credit

This area is comprised of full and part-time Institute Credit programs and Industry Credit courses. During the 2007-08 program year the campus delivered three full-time credit programs. These included Pre-employment Welding, Primary Care Paramedic and an Electrical program. The CAPPA – Oil and Gas program was delivered again using the Interactive Cyber Learning Network (ICLN) that connects Weyburn and Estevan campuses using the internet.

Part-time credit modules were also delivered during the 2007-08 program year. Modules in Continuing Care Assistant and Early Childhood Education were offered to address the needs for certified employees in a variety of sectors.

The campus realized a 14% decrease in student enrollments and a 40% decrease in full load equivalents in Institute Credit programs compared to the previous year. Part-time credit also had a decrease by 24%.

Industry Credit training continues to be the main program area for the district with the majority being safety training delivered through our Energy Training Institute (ETI). This training will continue to grow if the oil and gas exploration remains at current levels. Evidence of growth of this program area within the district are found in the numbers which show a 13% increase in participant hours and a 13% increase in full load equivalents when compared to last year.

Skills Training Non-Credit

The majority of courses offered in this program area are part of the program mix for ETI. The district achieved a 31% increase in student enrollments and a 41% increase in full load equivalents in Skills Training Non-Credit courses.

The full load equivalents are approximately the same year after year, but there is a shift from credit to non-credit.

Jade Ivan

University Student

I think taking one's first year through the Southeast Regional College is an awesome way to prepare for the University of Regina. It allows students to explore all the classes the University has to offer in a cost effective way while adapting to the students life at home with the support of family and friends.

Christopher Noll

Pre-Employment Welding Program

I chose pre-employment welding because it was close to home and I was interested in welding. In the welding shop I was able to use my skills on some of the projects that were brought in. This is an excellent course because it gave me excellent skills to enter the workforce and a lot of opportunities.

Coteau Range District

The campus for this region is located in Assiniboia. An increase in economic activity and large demand for skilled workers within this region has provided increased training opportunities for the region. With the development of new industry sectors in the region the campus has been able to create partnerships with, to name a few, Whitemud Resources, Stevenson Dirt Moving, Terra Grain Fuels, and Nutra Sun. This has allowed Coteau Range to continue concentrating efforts towards more programming opportunities within the region.

Skills Training Credit

This area is comprised of full-time and part-time institute credit programs and industry credit courses. In 2007-2008 the region offered three full-time programs: Business Certificate, Pre-employment Welding, and Multi-Mechanical Trades.

Part-time modules were also delivered during the 2007-2008 program year. Modules in Continuing Care Assistant, Heavy Equipment Operator, and Pesticide Applicator were offered to address the needs for certified employees in a variety of sectors. Evidence of growth in this program area within the region is found in the numbers which show an increase of 3% in student enrollments.

Southeast Regional College
Comprehensive Enrollment by Program Group—Coteau Region

		Actuals									
		2006-2007					2007-2008				
		Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
	Program Groups	FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	17	54		33,236	36.93	17	52	5	33,727	37.47
	Other:										
	Apprenticeship & Trade										
	Total Institute Credit	17	54	0	33,236	36.93	17	52	5	33,727	37.47
	Industry Credit										
	Total Industry Credit		112	182	9,569	39.87		119	285	9,507	39.61
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		41	278	6,945	28.94		29	232	4,042	16.84
Total Skills Training Credit		17	207	460	49,750	105.74	17	200	522	47,276	93.92
Basic Education	**Basic Education Credit**										
	Adult 12										
	Adult 10										
	Academic GED										
	Total BE Credit	0	0	0	0	0.00	0	0	0	0	0.00
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies										
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit										
Total Basic Education		0	0	0	0	0.00	0	0	0	0	0.00
University	***Total University***		3		273	0.70		3		156	0.40
Total		17	210	460	50,023	106.44	17	203	522	47,432	94.32

Industry Credit training continues to see an increased demand for the region with the majority being safety training delivered through our Energy Training Institute (ETI). This training will continue to grow as more industry sectors develop within the region. Evidence of growth in this program area within the region is found in the numbers which show an increase of 27% in student enrollments.

Skills Training Non-Credit

Non-credit training has seen a decrease in student enrollments, mainly in the agricultural area. This can be attributed to the number of clients within the CASS program. There was also an increase in computer training throughout this region. Evidence of a decline in this program area within the region is found in the numbers which show a decrease of 22% in student enrollments.

Personal interest classes were a success, as the region experienced a demand for cooking classes. 2007-2008 was the first year that this program was introduced and the classes have been proven successful.

Continuing Care Assistant program

Moose Mountain District

The main campus for this district is located in Estevan. Other communities in the district where the College offered programs during 2007-08 were Redvers, Carlyle, Oxbow and Carnduff. This district is booming in not only oil and gas but the construction industry. Demand for training has increased for these industries but has decreased slightly in other training areas due to low unemployment rates in this district making it hard to recruit students for certain programs.

Skills Training Credit

During 2007-08 Estevan delivered two full-time credit courses. This included the Continuing Care Assistant and Hairstylist programs, both of which were instructed by an on-site instructor.

A total of 15 part-time courses were delivered in Estevan, Redvers and Carlyle. Early Childhood Education and Continuing Care Assistant modules were once again offered on site through evening and weekend courses. Rounding out the part-time offerings on the Estevan campus was the Nail Technician course. Institute credit training has decreased approximately 16%.

Industry Credit programming played a major role at the Estevan Campus once again in 2007-08. The ever increasing demand in the oil industry increased overall safety training. Along with training demand in the

Southeast Regional College
Comprehensive Enrollment by Program Group—Souris Moose Mountain Region

		Actuals									
		2005-2006					2006-2007				
		Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
	Program Groups	FT	PT	Cas			FT	PT	Cas		
Skills Training	**Institute Credit**										
	SIAST	41	97		42,585	47.32	37	82	3	36,212	40.24
	Other:		12		1,626	1.81		7		846	0.94
	Apprenticeship & Trade										
	Total Institute Credit	41	109	0	44,211	49.13	37	89	3	37,058	41.18
	Industry Credit										
	Total Industry Credit		287	2,262	43,409	180.87		337	2,450	46,691	194.55
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		75	332	10,110	42.12		42	428	6,014	25.06
Total Skills Training Credit		41	471	2,594	97,730	272.12	37	468	2,881	89,763	260.79
Basic Education	**Basic Education Credit**										
	Adult 12	14	20		15,969	17.74	4	31		4,322	4.80
	Adult 10	6	9		6,250	6.94					
	Academic GED										
	Total BE Credit	20	29	0	22,219	24.68	4	31	0	4,322	4.80
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies		9		162	0.39		14		252	0.60
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit	0	9	0	162	0.39	0	14	0	252	0.60
Total Basic Education		20	38	0	22,381	25.07	4	45	0	4,574	5.40
University	***Total University***	10	36		6,006	15.40	5	19		2,925	7.50
Total		71	545	2,594	126,117	312.59	46	532	2,881	97,262	273.69

Oil industry, a change in some O H & S regulations for Power Mobile Equipment spurred more training in this area. Early Safety Training (EST) weeks were held during the February and Easter breaks in Estevan, Carlyle and Redvers, with students taking advantage of the EST bursary. Eight safety training weeks were added to Estevan, Carnduff, Redvers and Oxbow throughout the year to cover training demands. These training weeks consisted of five safety courses which were offered at a reduced rate. Many companies and students took advantage of the reduced rates and completed all five courses to benefit from the program.

The Moose Mountain district saw a rise in the number and types of safety programs being offered in 2007-08. Estevan campus held two weeks of Fall Protection and Rig Rescue during Spring Breakup along with three weeks in late September/early October. Well Service BOP, Detection and Control of Flammable Substances, Special Provisional Engineer, Certificate of Recognition (COR), Small Employer Certificate of Recognition (SECOR) and Safety Management and Regulatory Awareness for Well Site Supervisors were among some of the specialized classes run. Service Rig Assessor courses were offered in Estevan as well. Total increases to Industry Credit have been approximately 10%.

ETI Rig Safety Program

Industry Non Credit

Computer classes were held in Estevan, Redvers and Carnduff. Microsoft Word, Excel and Access, both beginner and advanced, were popular courses this year.

Another successful course was provided for Sask Power. The Fundamentals of Project Management saw 30 employees start the first of seven modules in working towards their Project Management certification.

Another group of students successfully completed the Oil and Gas Production Accounting program in 2007-08. The Project Management Certificate was held on campus and was successfully completed by 20 students. Total Industry Non Credit was up approximately 9%.

Derek McMillan

1A Truck Driver Training

The 10-day 1A Truck Driver Training course was complete and thorough. Our instructor took the time to ensure that the skills required were instilled. I leave with complete confidence of my ability to perform in my new field thanks to the training I received. Thanks to my instructor and all the College staff for the help I received and the ease which they handled everything for me.

Trans Canada District

This region consists of the main campus in Whitewood and Basic Education in Indian Head. In Moosomin there is a Basic Education facility at the high school, Pre-Employment Electrical at a rented facility and the offices for the Consultant and the Career Counselor at the Provincial Building. We are seeing a great deal of development in the area. Potash, oil and gas, and manufacturing are all growing tremendously in the area in the upcoming months. There has already been a great deal of development with more to come. We have begun to work with the Regina Qu'Appelle Health Region to provide training to help fill vacancies.

Skills Training Credit

This area is comprised of full and part-time Institute Credit programs and Industry Credit courses. During the 2007-08 program year the campus delivered two full-time credit programs: Continuing Care Assistant in Whitewood and Pre-Trades Electrical in Moosomin. A third program, Pre-Trades Plumbing and Pipefitting in Whitewood started in the 2006-07 programming year and overlapped into 2007-08. The College offered five Heavy Equipment Operator programs: two in the Grenfell area, and three at Indian Head.

Southeast Regional College
Comprehensive Enrollment by Program Group—TransCanada Region

		Actuals									
		2006-2007					2007-2008				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	**Institute Credit**										
	SIAST	46	67	4	60,617	67.35	38	105		51,617	57.35
	Other:						16			11,177	12.42
	Apprenticeship & Trade										
	Total Institute Credit	46	67	4	60,617	67.35	54	105	0	62,794	69.77
	Industry Credit										
	Total Industry Credit		63	287	7,197	29.99		70	289	6,464	26.93
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		43	217	3,975	16.56		11	164	2,190	9.13
Total Skills Training Credit		46	173	508	71,789	113.90	54	186	453	71,448	105.83
Basic Education	**Basic Education Credit**										
	Adult 12	40	13		43,181	47.98	35	10		34,186	37.98
	Adult 10	78	11		38,408	42.67	21	4		19,759	21.96
	Academic GED		7		2,184	5.20					
	Total BE Credit	118	31	0	83,773	95.85	56	14	0	53,945	59.94
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies		17		1,226	2.92					
	Literacy										
	Total BE Non-Credit	0	17	0	1,226	2.92	0	0	0	0	0.00
Total Basic Education		118	48	0	84,999	98.77	56	14	0	53,945	59.94
University	*Total University*		2		78	0.20					
Total		164	223	508	156,866	212.87	110	200	453	125,393	165.77

Electrician program

A Part-time credit module for Continuing Care Assistant began in the latter part of the year in Wolseley. The College partnered with the Regina Qu'Appelle Health District and in particular the staff at Lakeside Home in Wolseley to offer this program. More courses are scheduled for 2008-09 at Lakeside Home.

The campus saw a drop in full-time programming of 17%. There was one less program offered in Trans Canada. Part-time saw an increase of just over 12%. With high employment rates and the increased demand for skilled workers, part-time credit should increase even more.

The increase in Industry Credit programs was very slight. More qualified instructors will be needed in this area as demand increases due to increased oil and gas exploration.

Skills Training Non-Credit

The majority of the courses were in computer training and some ETI programs. Overall this area was down substantially. In 2008-09, the College will offer courses in communities we have not had a presence in for some time.

The full load equivalents are down slightly in Industry Credit, but more in Non-Credit courses. A strong effort will be put forth to increase the Non-Credit courses offered.

Aboriginal Training

The Southeast Region consists of 10 First Nation communities and two Tribal Council Regions. Ten First Nations have signed under Treaty 4 yet three First Nations are in Treaty 2 geographical locations. The general governance of all of these First Nations is under Chief and Council authority.

Funding for these First Nations is dependent on the individual First Nation status with INAC (Indian and Northern Affairs of Canada). Diverse programs have been offered on site at the participating communities. On site educational programs offer equal opportunity for all members wishing to be involved in the programs and courses. Skills training offered in this region include Credit and Non Credit programs.

Skills Training Credit

The 2007-08 fiscal year included numerous full and part-time credit programs in the region. White Bear First Nation #70 partnered with SRC to offer the full-time, accredited, on reserve, ACC General Business Certificate program. The students were all White Bear members. Early Childhood Education SIAST Educator 1 certification classes were successfully offered at White Bear First Nation #70. The ECE program was supported by the surrounding first nations of Kahkewistahaw and Carry the Kettle. First Nation members plentifully participated in the part-time credit, on reserve, SIAST Heavy Equipment Operator programs. These were facilitated at Carry the Kettle First Nation and Cowessess First Nation. Various off reserve HEO programs within the region also benefited from the First Nation community participation. Safety training was included with the HEO courses to enhance the employability of the students. A variety of employers were involved in the on reserve programming to inform students of current employment opportunities available. First Nations members in the region also participated in the full-time SIAST accredited programs of Electrical and Continuing Care Assistant hosted at the Moosomin and Whitewood Campuses.

Numerous other credit programs were hosted in this district. Safety courses were hosted by Cowessess First Nation #73, Ochapowace First Nation #71, Carry the Kettle First Nation #76 and Ocean Man First Nation #69. These courses are significant to gaining employment within many industries but are vital to gain employment in the Oil and Gas industry. Cowessess First Nation

Skills Training classes

successfully hosted the Sask Justice Security Guard training classes. Security Guard Training encourages peace keeping for all community members. SIGA participated in the program to enlighten the students how to utilize the training to gain employment with the security sector. Cowessess First Nation promoted compliance to O H & S regulation by sponsoring the SIAST Pesticide Applicator Preparatory Program and examination for their golf course staff.

Skills Training – Non-Credit

Non-credit courses bring valued hands on training to the participants. Computer classes were offered at Ocean Man First Nation #69. The training aids the participants in finding gainful employment through using the systems to create resumes, produce other required documents and how to use the internet to locate employment opportunities. Carry the Kettle First Nation sponsored a university preparatory program for their students attending post-secondary education. JobStart/Future Skills partnership in training was well utilized with in this region and has aided in the creation of effectively trained new employees. Overall success in the region is contributed to college awareness and face-to-face on site interaction between the college and the First Nations. Addressing the training needs based on what is requested from the committees and members ensures a flourishing working relationship with in the region.

ACCOUNTABILITY TABLES

Accountability # 1 – Student Satisfaction

Goal:
Our goal is to ensure all students, perspective students and clients are completely satisfied with each and every encounter with the College end to end, from their first inquiry through to their experiences as Alumni.

Objective 1.1 – Access & Convenience – To improve student access and convenience.

Key Actions	Results
1.1– Implement Phase II of our Web Strategy that allows for on-line registration and payment.	Examined project & process in light of provincial initiative. Struck base Steering Committee & will involve other staff as the project proceeds.

Objective 1.2 – Quality Assurance – To implement a quality assurance program at the administrative and instructional level.

1.2– Utilizing the results from the current Administrative and Instructional surveys, monitor and coach staff and instructors and improve programming	Created a template to create an incident reporting process based on a typical safety accident/incident reporting form. The vision & implementation for the reporting process is yet to be developed. The plan will be used to identify weakness in SRC's overall service and put into place action plans to correct any issues from sales delivery. Working to review current results and determine key areas to focus on and setting achievement standards. Currently working with the Senior Coordinator of Academics and the Basic Education Coordinator to develop a process for reviewing results with instructors. This process will include an improvement plan if indicated. The results of the surveys are di[illegible] the supervisors and are reviewed with the individual instructors. Each su[illegible]sor in consultation with the instructor will develop a plan to address any deficiencies.

Objective 1.3 – Student First – To distinguish our College as a "Student First" Organization

1.3– Train staff on SRC products and programs so they can better serve students (and each other). Leveraging on earlier work, document and monitor "Service Standards" as a method of improving student service	The idea of a training plan for SRC products has been discussed with potential candidates for creation. A product knowledge book is being created to be made available in the fall of 2008.

Objective 1.4 – Student Experience – To create a sense of belonging and enhance the "Campus Experience" for all students.

1.4– Create a sustainable student funded/student directed collegiality endowment Coordinate the first annual SRC Student Conference.	We are currently working on dates and logistics for a one-day student conference. Information was gathered on the process involved in initiating a student levy, as well as the involvement of a student body to direct the levied funds. A number of activities are planned to begin to develop an atmosphere of collegiality in the 2008-09 academic year.

Accountability #2 – Administrative Excellence

Goal:
The College's administrative and business processes are both "effective" (what we do) and "efficient" (how we do it) and are backed by appropriate documentation e.g. planning and budgeting processes, policies, procedures, job descriptions, task lists, and document control.

Objective 2.1 – Policy – To compile a comprehensive Policy Manual

Key Actions	Results
2.1– A policy development "Project Plan" is to be developed by March 31, 2008 that ensures that the targets outlined in the Performance Measures are met. Suggestions include: - gather existing and old SRC Policies - utilize "best practices" policies from other colleges - consider the use of external contractors - convene a project retreat to determine a detailed table of contents, format, conduct policy writing training and do some test drafts of sample policy sub-sections - dedicated policy writing time, e.g. 1 day/week, 1 month block - Business Planning Cycle and Guide, Board Governance, and Human Resources	Completed draft of HR Policy Manual and completed draft Terms of Employment for Out of Scope Employees.

Objective 2.2 – Work Flow Analysis – to undertake a department-by-department, campus-by-campus, college-wide workflow analysis

2.2– Thoroughly document the desired outcomes of the workflow analysis to clarify the colleges' expectations with our external contractor - Oversee the completion of the Weyburn Campus Delivery, Academic Support and Registration Departments' staff workflow analysis. - Plan for and execute the corresponding adjustments to staff complement and structure for said departments.	HR Manager is examining the preliminary results from the Weyburn work flow analysis to clarify the desired outcomes.

Olena Newett

English as a Second Language

When I moved to Canada in February 2006, I barely spoke English and I desired to find somebody who could help me. In October the College started a special program for immigrants. In the beginning I was concerned if people would understand me and if I would fit in the class. As soon as we started I found the class more fun than studying alone. I found some new friends. I discovered many new things about Canadians. The most important thing—I found encouragement from professional people. They could give me good advice which I needed very much in my new society and my new country.

Accountability #3 – Market Responsiveness

Goal:
Recognizing that training and education needs change over time, SRC has effective and pro-active methods of assessing need so we can respond with relevant programs (existing, modified, or newly developed) utilizing delivery methods (flexible, modular and portable) most convenient to our students.

Objective 3.1 – Program Development – Explore program development opportunities related to identified needs in the Health and Energy Sectors, Immigration, Professional Development, Building Code Training for Canadians, and Crane and Hoist Boom Truck Training

Key Actions	Results
3.1 – HEALTH – Expand our partnership with the Sun Country Health Region to assist in resolution of their high risk labour shortage issues focusing particularly on LPN, CCA, and PCP ENERGY – Assuming AEE & L approval of this initiative from our 2008-2009 Operating Forecast, complete the Business Plan, receive approval, and initiate expansion of program offerings and construction of training facility. IMMIGRATION – Take a "key player" role in existing and any newly formed settlement committees within our region - Develop (source) and deliver expanded ESL programming based on the 2007 needs assessment PROFESSIONAL DEVELOPMENT – Complete a feasibility study and business case for Professional Development programming and if viable, conduct a competition and source a suite of PD programs BCTC – Revise the BCTC curriculum to align with new code - Assuming AEE & L approval of this initiative from our 2008-2009 Operating forecast, develop Level II and III and prepare to implement CRANE & HOIST BOOM TRUCK TRAINING – Assuming AEE & L approval of this initiative from our 2008-2009 Operating Forecast, complete the feasibility study and if proven, purchase and implement the curriculum **3.2 – ICLN – Assuming AEE & L approval of this initiative from our 2008-2009 Operating Forecast, create ICLN classrooms in Moosomin and Assiniboia in 2008-2009 (Whitewood and Indian Head in 2009-2010)** TRADES-IN-A-BOX – Assuming AEE & L approval of this initiative from our 2008-2009 Operating Forecast, establish a Welding and an Electrical "Trades in a Box"	**PROFESSIONAL DEVELOPMENT** – The B&I Division has established a partnership with SAIT out of Alberta to deliver business programs focusing on leadership. The SRC executives have been provided a business case and endorse the plan. The Lead Consultant is working on a rollout plan that includes various aspects of delivery, the initial classes will commence late in 2008 or early 2009. **CRANE & HOIST BOOM TRUCK TRAINING** – this opportunity is no longer available to SRC.

Objective 3.2 – Delivery – To (i) expand our classroom reach through technology, and (ii) expand our reach into the Welding, Electrical, Carpentry and Plumbing trades

3.2	The Academic Division has been working with the Aboriginal Consultant to offer a Practical Nursing program at Cowessess. We are working with the Building Code Officials to identify curriculum changes needed to update our current BCTC program to meet the new building code. We are also looking at ways to increase our program offerings to meet the Building Officials training requirements. We are playing an active role in the Southeast Community Settlement Committee. We will also play a role in the individual committees. We are currently working with the town of Kipling to offer ESL classes. The College was represented at Estevan's Literacy Festival. The College continues to work closely with both the regional and local settlement committees. A grant was written to secure additional funding for ESL programs. A plan for ESL programs in the Estevan and Weyburn regions was developed. Instructors were hired and students were accepted into Practical Nursing which will begin in October. The program has required an extensive investment of time and money from the partners. The heath initiative will play a critical role in future programming. We will be offering two full-time as well as additional part-time Continuing Care Assistant programs. We are working with SIAST and the consultants to explore offering an addition PN program in Assiniboia. We have also expressed interest in participating in SIAST's Registered Nursing Rural pilot. The other initiatives are currently on hold until additional funding sources are identified.

Accountability #4 – Functional Facilities

Goal:
College facilities (whether owned, on a long-term lease, or a short-term rental) are strategically located within our region, project a professional image, and are healthy and safe. Their design enhances staff productivity, can accommodate varying programming, and provides an environment conducive to learning. Investment in "bricks and mortar" is driven by market need and justified through a cost/benefit analysis.

Objective 4.1 – Location & Function Review – to review the appropriateness of our Campus locations and core programming offerings

Key Actions	Results
4.1– Using demographic, programming histories, and market assessments, determine the best-suited locations for, and core programming of, Southeast Regional College campuses.	Research around demographic data and a market assessment of the Southeast region are currently in progress. The first set of OCSM/Discovery reports have been received, and further reports requested. Research of published works e.g. Saskatchewan's Communities in the 21st Century is complete.

Objective 4.2 – Review of Existing Facilities - to ensure all existing College campus' reflect the above Functional Facilities Goal

4.2– Using a consultative approach, establish detailed *"Facility Standards"* or Benchmarking that sufficiently articulate the *Functional Facilities* goal such that all existing and new facilities can be assessed against said Standards. - Create an action plan and budget for addressing/correcting any and all areas where current facilities are deficient from the new "Facility Standards". - Receive AEE & L approval and funding of improvements. - Award contracts and oversee improvements.	Process steps were established including a form for recording the facilities existing conditions. Facilities Manager started using these to collect information from each campus location. Work also started on a survey for the Executive Management to complete, regarding the functionality of each facility. Work has been completed on the survey for Executive Management so their opinions on what they feel is lacking at each facility can be collected. The 2008-09 capital plan was completed and submitted to AEE & L for consideration and approval. AEE & L has yet to fill Clark Brotzel's position which is causing some difficulty in obtaining information and support from AEE & L as he had been the main contact for the college. Work has begun on collecting estimates for improvements required throughout the region for work over the summer of 2008 and beyond.

Objective 4.3 – Major Facility Projects – to undertake major facility projects in Moosomin and Weyburn

4.3– Establish a *"Facility Project Planning Process"* that will guide the design of all future facilities development. - Complete a *Business Plan* that analyzes the opportunities and outlines, at a high level, the facility requirements for Moosomin. - Complete the *Concept Paper* to guide redevelopment of the Weyburn campus. - Contingent upon the results from 4.1 and 4.2, and utilizing the *Facility Project Planning Process* above, create design requirements for Moosomin and Weyburn. - Submit Business Plan and Design Requirements to AEE & L for approval and funding. - Hire Architect, create Blueprints and Specifications, tender and award contract, and oversee construction	Process steps were established and Facility Manager continued to support and contribute to the development of the business case for the new integrated campus in Moosomin. The work on this document and Moosomin Facility could be a blue print for the guide to the Facility Project Planning Process as noted in 4.3 key actions. The Moosomin Facility Committee continued to work on refining the Business Case and was near completion the end of June. Plans are for the Business Case to be submitted to AEE & L in the fall.

Objective 4.4 – Training Ground – see Goal #3 – Consider Estevan Campus facility requirements along with Training Ground Plans.

	Have secured meeting with multiple Ministers for May 1, 2008. Requested funding from AEE & L to complete Business Case for Energy Training Ground. Trent Jordens has been seconded to work on this Business Case and Dave Harazny has been charged with heading up the private fund raising portion of the product.

Accountability #5 – Financial Performance

Goal:
By applying sound financial practices, the College sustains a level of profitability and reserves adequate to manage risk and fund the development necessary to ensure the College's on-going relevance.

Objective 5.1- Profitability – to overcome the current deficit and restore profitability

Key Actions	Results
5.1– Expand revenues through re-pricing both the Business and Industry and Academic Division programs	Business & Industry pricing has been developed along with a documented guideline for ongoing pricing adjustments. Adjustments will take place Sept. 1 to October 31 of each year in order to facilitate budget planning and new prices will take effect July 1 of each year. No action to date has been taken on undertaking a zero-based budgeting model. The Academic Division is currently working with businesses in the Estevan area to share the costs of ESL classes for their employees. We will apply the pricing principles developed by the B & I division where applicable. Initial investigation of industry best practices with regards to zero-based budgeting model have begun in order to determine how to best implement said model at SRC. The Academic Division will conduct a pricing review in the spring of '09. We are currently exploring opportunities to leverage funds to allow for increased programming.

Chelsea Rebrinsky

Adult Basic Education

I came into the ABE program in the fall of 2006, not knowing what to expect! Soon through the support of the teachers and students I found the program to be very encouraging and my educational goals seemed very attainable. I strongly recommend this program to anyone wanting to step into a promising future, holding a high school diploma.

Performance Measures
College System

Skills Training - Institute Credit		2007-2008		2006-2007	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		452	181.62	447	209.56
Number of Graduates		183		224	
Number of Completers		251		222	
		%		%	
Participation (Enrollment) Rate %	# of Institute Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	27.14		29.49	
Graduation Rate	# of Institute Credit Graduates (FT + PT) / Total # of Institute Credit Enrol'ts (FT + PT)	40.86		50.11	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of Institute Credit FT Graduates that are working / (# of Inst. Cr. FT. Grads that were contacted *minus* # Inst Cr. FT. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of FT. Students	# of Institute Credit FT. Grads that continued to further training / (# of Inst Cr. FT. Graduates contacted *minus* # Inst Cr. FT. Grads employed)	N/A		N/A	
Skills Training – Institute Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	8.35		9.62	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	13.26		10.27	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	64.86		53.49	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	N/A		N/A	

Performance Measures
College System

Skills Training – Industry Credit		2007-2008		2006-2007	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		4727	421.27	4376	392.23
Number of Graduates		4608		4283	
Number of Completers		32		49	
		%		%	
Participation (Enrollment) Rate %	# of Industry Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	51.53		49.08	
Graduation Rate	# of Industry Credit Graduates (FT + PT) / Total # of Industry Credit Enrol'ts (FT + PT)	97.15		97.72	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of Industry Credit FT Graduates that are working / (# of Ind. Cr. FT. Grads that were contacted *minus* # Ind. Cr. FT. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of FT. Students	# of Industry Credit FT. Grads that continued to further training / (# of Ind. Cr. FT. Graduates contacted *minus* # Ind. Cr. FT. Grads employed)	N/A		N/A	
Skills Training – Industry Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	3.45		3.9	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	2.94		3.58	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	82.76		89.66	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	N/A		N/A	

Performance Measures
College System

Basic Education - ABE Credit		2007-2008		2006-2007	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		258	148.85	225	144.9
Number of Graduates		21		23	
Number of Completers		133		156	
		%		%	
Participation (Enrollment) Rate %	# of ABE Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	15.81		14.84	
Graduation Rate	# of ABE Credit Graduates (FT + PT) / Total # of ABE Credit Enrol'ts (FT + PT)	8.05		10.18	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of ABE Credit FT Graduates that are working / (# of ABE Cr. FT. Grads that were contacted *minus* # ABE Cr. FT. Grads that went to further training)	25		57.14	
Continued to Further Training Rates of FT. Students	# of ABE Credit FT. Grads that continued to further training / (# of ABE Cr. FT. Graduates contacted *minus* # ABE Cr. FT. Grads employed)	64.71		76.92	
Basic Education - ABE Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	45.59		51.33	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	33.33		26.09	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	5.88		5.17	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	0.00		0.00	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	57.14		60.00	

University		2007-2008		2006-2007	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		90	32.1	100	40.4
Participation (Enrollment) Rate %	# of University Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	5.51		6.6	
University - Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)			1.00	

Performance Measures
College System

Skills Training – Non-Credit		2007-2008		2006-2007	
		#	FLE	#	FLE
# of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		1347	111	1319	130.17
Number of Completers		1342		1313	
		%		%	
Participation (Enrollment) Rate %	# of Skills Training Non-Credit Enrol'ts (FT + PT)) / Total # Non-Credit Enrollments (FT + PT)	94.38		90.71	
Skills Training – Non-Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	0.43		10.24	

Basic Ed – Non-Credit		2007-2008		2006-2007	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		14	0.6	26	3.3
Number of Completers		14		22	
		%		%	
Participation (Enrollment) Rate %	# of Basic Ed Non-Credit Enrol'ts (FT + PT) / Total # Non-Credit Enrollments (FT + PT)	5.62		9.29	
Basic Ed Non-Credit - Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	0.00		26.92	

Joy Struble

Continuing Care Aide Program

Having a nurse teach the course provided invaluable real life experience. The practicum provided us with firsthand experience coupled with classroom methodology made for the perfect mix. The price and timeline of the course streamlined me into a good paying career.

Southeast Regional College
Equity Participation Enrollments by Program Group

		Actuals 2006-2007											
		Aboriginal			Visible Minority			Disability			Total Enrollment		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit**												
	SIAST	11	32		3	10		3	2		147	284	6
	Other:					1						16	
	Apprenticeship & Trade												
	Total Institute Credit	11	32	0	3	11	0	3	2	0	147	300	6
	Industry Credit												
	Total Industry Credit		29	96		6	34		11	30	3	741	3,632
	Non-Credit												
	Total Non-Credit		26	54		11	16		2	9		254	1,065
Total Skills Training Credit		11	87	150	3	28	50	3	15	39	150	1,295	4,703
Basic Education	**Basic Education Credit**												
	Adult 12	32	9		7	2		2	2		72	37	
	Adult 10	61	9		11	1		5	2		88	22	
	Academic GED		5			1						7	
	Total BE Credit	93	23	0	18	4	0	7	4	0	160	66	0
	Basic Education Non-Credit												
	Employability/Life Skills												
	English Language Training												
	General Academic Studies		7			2						26	
	Literacy	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Total BE Non-Credit	0	7	0	0	2	0	0	0	0	0	26	0
Total Basic Education		93	30	0	18	6	0	7	4	0	160	92	0
University	***Total University***		1					1			29	71	
Total		104	118	150	21	34	50	11	19	39	339	1,458	4,703

Actuals 2007-2008											
Aboriginal			Visible Minority			Disability			Total Enrollment		
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
7	30		4	9		2	5		128	305	9
				1					16	10	
7	30	0	4	10	0	2	5	0	144	315	9
	29	85		2	32		10	25	3	838	3,886
	1	45		2	14		4	7		235	1,113
7	60	130	4	14	46	2	19	32	147	1,388	5,008
22	7		3	1		5	1		65	63	
49	41		2	5		4	1		72	61	
71	48	0	5	6	0	9	2	0	137	124	0
				1			1			14	
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
0	0	0	0	1	0	0	1	0	0	14	0
71	48	0	5	7	0	9	3	0	137	138	0
						1			24	66	
78	108	130	9	21	46	12	22	32	308	1,592	5,008

Southeast Regional College
Student Success by Program Group

		Actuals 2006-2007											
		Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit**												
	SIAST	10	198	2	125	86	4	70	7		8	10	
	Other:		12			13							
	Apprenticeship & Trade												
	Total Institute Credit	10	210	2	125	99	4	70	7	0	8	10	0
	Industry Credit												
	Total Industry Credit	1	13	35		727	3,556						
	Workbased Training												
	Total Workbased Training												
	Non-Credit												
	Total Non-Credit		253	1,060									
Total Skills Training Credit		11	476	1,097	125	826	3,560	70	7	0	8	10	0
Basic Education	**Basic Education Credit**												
	Adult 12	48	15		21	1		11	5		32	6	
	Adult 10	81	5		1			12	1		26	1	
	Academic GED		7										
	Total BE Credit	129	27	0	22	1	0	23	6	0	58	7	0
	Basic Education Non-Credit												
	Employability/Life Skills												
	English Language Training												
	General Academic Studies		22										
	Literacy												
	Total BE Non-Credit	0	22	0	0	0	0	0	0	0	0	0	0
Total Basic Education		129	49	0	22	1	0	23	6	0	58	7	0
University	***Total University***	29	70			12							
Total		**169**	**595**	**1,097**	**147**	**839**	**3,560**	**93**	**13**	**0**	**66**	**17**	**0**

NOTE—Employed and further education data is incomplete for skills training as not all programs have followup done.

N/A = not available
Completed = the total number of students who completed course requirements or remained to the end of the program
Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution

Actuals 2007-2008												
Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education			
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
2	233	6	100	78	2	46	8		3			
	10			3								
2	243	6	100	81	2	46	8	0	3	0	0	
	20	12		817	3,791							
	235	1,107										
2	498	1,125	100	898	3,793	46	8	0	3	0	0	
39	44		11	1		13	2		20	3		
42	8		9			3	2		30	6		
81	52	0	20	1	0	16	4	0	50	9	0	
	14											
0	14	0	0	0	0	0	0	0	0	0	0	
81	66	0	20	1	0	16	4	0	50	9	0	
3	68											
86	**632**	**1,125**	**120**	**899**	**3,793**	**62**	**12**	**0**	**53**	**9**	**0**	

Southeast Regional College
Equity Participation Completers and Graduates by Program Group

		Actuals																	
		2006-2007									2007-2008								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	Program Groups	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Skills Training	**Institute Credit**																		
	SIAST	43	17	23	13	5	7	5		4	37	15	24	13	6	7	7	3	3
	Other:				1									1	1				
	Apprenticeship & Trade																		
	Total Institute Credit	43	17	23	14	5	7	5	0	4	37	15	24	14	7	7	7	3	3
	Industry Credit																		
	Total Industry Credit	125		119	40		39	41	1	39	114	5	106	34		33	35		35
	Workbased Training																		
	Total Workbased Training																		
	Non-Credit																		
	Total Non-Credit	80	80		27	27		11	11		46	46		16	16		11	11	
Total Skills Training Credit		248	97	142	81	32	46	57	12	43	197	66	130	64	23	40	53	14	38
Basic Education	**Basic Education Credit**																		
	Adult 12	41	31	5	9	5	2	4	2	2	29	12	4	4	2	2	6	3	
	Adult 10	70	59	1	12	10	1	7	4	1	90	31	3	7	2	0	5	2	1
	Academic GED	5	5		1	1													
	Total BE Credit	116	95	6	22	16	3	11	6	3	119	43	7	11	4	2	11	5	1
	Basic Education Non-Credit																		
	Employability/Life Skills																		
	English Language Training																		
	General Academic Studies	7	5		2	1								1	1		1	1	
	Literacy	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Total BE Non-Credit	7	5	0	2	1	0	0	0	0	0	0	0	1	1	0	1	1	0
Total Basic Education		123	100	6	24	17	3	11	6	3	119	43	7	12	5	2	12	6	1
University	***Total University***	1						1	1								1	1	
Total		372	197	148	105	49	49	69	19	46	316	109	137	76	28	42	66	21	39

n/a = not available
E = total enrollment
C = Completers (the total number of students who completed course requirements or remained to the end of the program)
G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution)

Southeast Regional College
Workbased Training

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Ministry Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2005-06	20	24	48	0	41	2	5	$202,916
2006-07	22	30	83	0	82	1	0	$249,566
2007-08*	28	34	171	92	68	2	9	$446,810

** 2007-08 Program Year results may appear inconsistent with previous years as contracts are still in progress and information is still being processed.*

NOTES:

Program Year is based on contract start date between July 1st and June 30th of a given year.

Results include both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts.

Ministry Funding includes dollars paid to employer and then reimbursed by Ministry of Advanced Education, Employment and Labour, excluding any administration fees.

All counts of Trainees are based upon unique individuals.

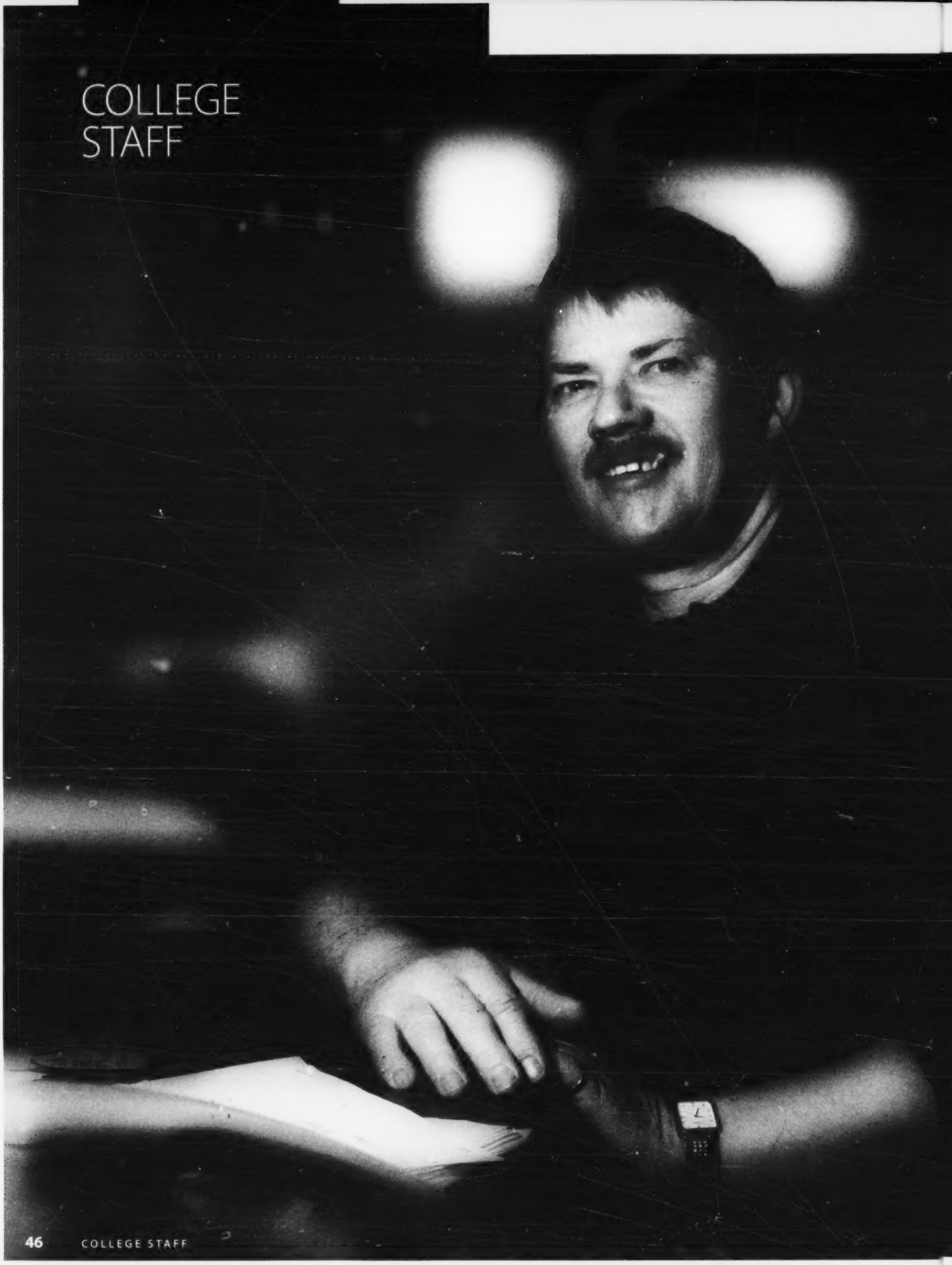
Query results run on October 15, 2008

Kayla Neuberger

Oil & Gas Production Accounting

I had always wanted to do something in the oil profession, but I didn't know what to take or what to do until I heard of the Oil & Gas Production Accounting program. So I thought I would give it a try and I'm glad I did because it's an interesting course and by taking the course it has benefited me by getting a job in the oil profession.

COLLEGE STAFF



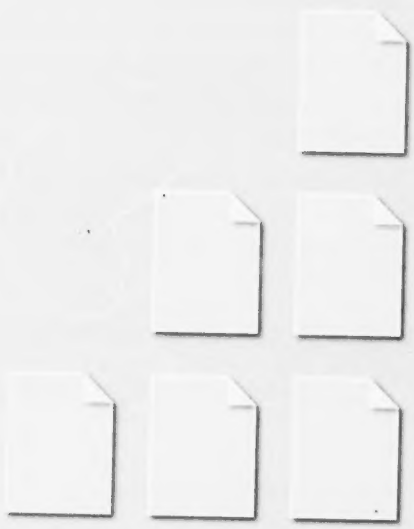
Bonnie Adacsi-Cooke	Program Delivery Associate
Don Beahm	Business and Industry Manager (from Sept 1, 2007)
Sheri-Lynn BeBeau	Consultant
Jennifer Betterton	Registration Clerk (to August 14, 2007)
Brian Binns	Basic Education and Counselling Coordinator
Norma Bloor	Executive Offices Secretary
Jennifer Broughton	Career and Student Services.Counsellor (to June 3, 2008)
Barbara Burroughs	Program Delivery Secretary
Anita Cameron	Instructor, Basic Education
Cheryl Campbell	Instructor, Basic Education
Lisa Cantlon	Dean of Academics
Ila Connery	Executive Manager Projects (to May 29, 2008)
Glenda Cooper	Registration Clerk (from Feb, 2008)
Heather Donald	Instructor, Basic Education
Jennifer Donald	Program Delivery Secretary
Heather Dorcas	Counsellor/Project Manager
Anna Fish	Instructor, Basic Education
Margaret Fuchs	Career and Student Services Counsellor
Charlotte Halabuza	Consultant
Lori Hall	Instructor, Business Certificate
Laura Hamilton	Senior Coordinator, Academics
Margo Hammett	Program Delivery Secretary
Dave Harazny	Executive Director of the Southeast Education Foundation
Klint Harder	IT Manager
Wayne Harder	ETI Instructor (from Oct 15, 2007)
David Harmon	Instructor, Business Administration (from January 14, 2008)
Jennifer Hawton	Program Delivery Secretary
Louise Henry	Aboriginal Counsellor (from Sept 4, 2007)
Cindy Herberholz	Registration Clerk
Jody Hoizmiller	Executive Assistant to President & CEO
Del Hunt	Program Delivery Clerk
Renee Hunt	Instructor, Basic Education
Sharon Ivan	Accounts Receivable Clerk
Sherry Jenson	Administrative Assistant, Academics
Audrey Johner	Program Delivery Secretary Business and Industry Secretary (from January 6, 2007)
Trent Jordens	Consultant
Annette Kesslering	Program Delivery Secretary (from Sept 5, 2007)
Shannon King	Instructor, Basic Education
Belinda Kopp	Program Delivery Secretary
Bev Kulach	University Advisor, Instructor, Basic Ed (Mar 12 to June 20, 2007)

Charmaine Luscombe	Instructor, Basic Education
Sandra Madigan	Career Counsellor
Wayne Martin	Facilities Manager (from August 20, 2007)
Melanie Mantei	Program Delivery Associate
Scott McLeod	Instructor, Electrical
Cindy Melle	Instructor, Continuing Care Aide (from October 9, 2007)
Karen Melle	ETI Consultant
Graham Mickleborough	President and Chief Executive Officer
Debbie Millions	Program Delivery Secretary
Laurel Moore	Aboriginal Consultant
Carolyn Murphy	Program Delivery Secretary (from January 18, 2008)
Lorraine Musk	Payroll Clerk
Alvin Nixon	Instructor, Electrical
Carole Olson	Instructor, Basic Education
Sheena Onrait	Business and Industry Secretary
Renee Oshowy	Job Start/Future Skills Secretary
Tracey Page	Program Delivery Secretary (from November 21, 2007)
Cheryl Popplestone	Instructor, Basic Education
Evelyn Prior	Instructor, Basic Education
John Reitmeier	Instructor, Welding (to May 16, 2008)
Betty Ribling	Instructor, Basic Education
Karen Senchuk	Line Alert Clerk
Minerva Scammell	Instructor, Continuing Care Assistant
Ken Shackel	Consultant
Penny Shauf	Accounts Payable Clerk (from Jan 17, 2007)
Chris Sheldon	Instructor, Welding
Dalyn Sidloski	Dean of Finance and Administration
Carol Smith-Aubert	Career Counsellor
Heliana de Souza-Wagner	Instructor, ESL
Gloria Stevenson	Marketing Manager
Lynn Tendler	Program Delivery Clerk
Don Vatamaniuck	Instructor, Power Engineering
Meagan Vindevoghel	Instructor, Cosmetology
Joedy Wallin	Accounting Technician
Robin Williams	Human Resource Manager
Helene Wilson	Consultant (on leave)
Donna Windecker	Computer Support Coordinator
Ed Zychkowski	Lead Consultant

SOUTHEAST REGIONAL COLLEGE

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2008



SOUTHEAST REGIONAL COLLEGE
STATEMENT OF MANAGEMENT RESPONSIBILITY

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that the College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Governors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Dillon, Hillstead, Melanson, CGA Prof. Corp., Certified General Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

L Carlton "acting President"

President

September 2, 2008

Director, Finance and Administration

AUDITOR'S REPORT

To the Directors of Southeast Regional College:

We have audited the statement of financial position of Southeast Regional College as at June 30, 2008, and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these Financial Statements for the Treasury Board's approval. Our responsibility is to express an opinion on these Financial Statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the Financial Statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the Financial Statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall Financial Statement presentation.

In our opinion, these Financial Statements present fairly, in all material respects, the financial position of the College as at June 30, 2008, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Weyburn, Saskatchewan

September 18, 2008

Dixon Haasbeek, MacKenzie CGA Pfeil Coop

Certified General Accountants

Southeast Regional College
Statement of Financial Position
as at June 30, 2008

Statement 1

	2008			2007
	Operating Fund	Capital Fund	**Total**	Total
Assets				
Current Assets				
Cash and temporary investments	$ 1,045,979	$ -	**$ 1,045,979**	$ 1,638,142
Accounts receivable (note 3)	977,433	-	**977,433**	819,080
Prepaid expenses	109,419	-	**109,419**	145,079
	2,132,831	-	**2,132,831**	2,602,301
Non-current Assets				
Capital assets (note 4)	-	718,512	**718,512**	920,239
Deferred rent (note 5)	-	-	**-**	15,000
	-	718,512	**718,512**	935,239
	$ 2,132,831	$ 718,512	**$ 2,851,343**	$ 3,537,540
Liabilities				
Current Liabilities				
Accrued salaries and benefits (note 6)	$ 193,928	$ -	**$ 193,928**	$ 174,273
Accounts payable and accrued liabilities	558,464	-	**558,464**	686,618
Unearned revenue (note 7)	595,001	-	**595,001**	795,142
Current portion of long term debt (note 8)	-	-	**-**	18,204
	1,347,393	-	**1,347,393**	1,674,237
Non-current Liabilities				
Long-term debt (note 8)	-	-	**-**	-
	1,347,393	-	**1,347,393**	1,674,237
Net Assets				
Invested in capital assets	-	718,512	**718,512**	965,693
Externally restricted (note 9)	11,070	-	**11,070**	10,332
Internally restricted (note 9)	510,913	-	**510,913**	641,852
Unrestricted	263,455	-	**263,455**	245,426
	785,438	718,512	**1,503,950**	1,863,303
	$ 2,132,831	$ 718,512	**$ 2,851,343**	$ 3,537,540

Approved on behalf of the Board

Approved on behalf of the Board

Southeast Regional College
Statement of Operations
for the year ended June 30, 2008

Statement 2

	Operating Fund			Capital Fund		**Total**	Total
	Budget 2008 (note 10)	2008	2007	2008	2007	**2008**	2007
Revenues (Schedule 1)							
Provincial Government	$ 4,644,040	$ 5,653,349	$ 5,336,012	$ 57,546	$ 55,454	**$ 5,710,895**	$ 5,391,466
Federal Government	-	-	-	-	-	-	-
Other revenue	3,982,386	3,459,089	3,355,820	140	5	**3,459,229**	3,355,825
	8,626,426	9,112,438	8,691,832	57,686	55,459	**9,170,124**	8,747,291
Expenses (Schedule 2)							
Agency contracts	2,259,806	2,486,882	2,236,686	-	-	**2,486,882**	2,236,686
Amortization	-	-	-	370,457	429,576	**370,457**	429,576
Equipment	459,767	383,866	378,347	-	-	**383,866**	315,911
Facilities	377,837	363,505	280,236	-	(62,436)	**363,505**	280,236
Information technology	185,418	222,760	229,949	-	-	**222,760**	229,949
Operating (Schedule 3)	1,514,392	1,478,383	1,462,938	-	-	**1,478,383**	1,462,938
Personal services	4,070,324	4,223,624	4,031,810	-	-	**4,223,624**	4,031,810
	8,867,544	9,159,020	8,619,966	370,457	367,140	**9,529,477**	8,987,106
(Deficiency) excess of revenues over expenses	$ (241,118)	$ (46,582)	$ 71,866	$ (312,771)	$ (311,681)	**$ (359,353)**	$ (239,815)

Southeast Regional College
Statement of Changes in Net Assets

Statement 3

for the year ended June 30, 2008

	2008			**2008**	2007
	Invested in capital assets	Restricted	Unrestricted	**Total**	Total
(Deficiency) excess of revenues over expenses	$ (312,771)	$ -	$ (46,582)	**$ (359,353)**	$ (239,815)
Net assets, beginning of year	965,693	652,184	245,426	**1,863,303**	2,103,118
Interfund transfers:					
Invested in capital assets	65,590	(287,161)	221,571	-	-
Externally imposed restrictions (note 9)	-	738	(738)	-	-
Internally imposed restrictions (note 9)	-	156,222	(156,222)	-	-
Net assets, end of year	$ 718,512	$ 521,983	$ 263,455	**$ 1,503,950**	$ 1,863,303

Restricted details:

	Beginning Balances	To Restricted	From Restricted	Ending Balance
Externally Restricted				
Saskatchewan Building Officials Reserve	$ 10,332	$ 738	$ -	$ 11,070
Internally Restricted				
Information technology fund	$ 108,596	$ -	$ 38,478	$ 70,118
Facility fund	81,023	-	-	81,023
Building code training for Canadians fund	40,000	-	-	40,000
Indian Head fund	25,000	-	25,000	-
Facility manager fund	107,733	-	107,733	-
Project manager fund	38,000	-	38,000	-
Training ground consultant fund	50,000	-	6,986	43,014
Research and development fund	191,500	15,664	70,964	136,200
Confined space truck and trailer fund	-	91,568	-	91,568
Out of scope compensation fund	-	48,990	-	48,990
Furniture and equipment fund	-	-	-	-
	641,852	156,222	287,161	510,913
Total Restricted	$ 652,184	$ 156,960	$ 287,161	$ 521,983

See Accompanying Notes

Southeast Regional College
Statement of Cash Flows
for the year ended June 30, 2008

Statement 4

	2008	2007
Cash flows (used in) from operating activities		
Deficiency of revenues over expenses	**$ (359,353)**	$ (239,815)
Amortization of capital assets	**355,457**	414,576
Amortization of deferred rent	**15,000**	15,000
	11,104	189,761
Increase in accounts receivable	**(158,353)**	(173,140)
Decrease (Increase) in prepaid expenses	**35,660**	(37,666)
Increase (Decrease) in accrued salaries and benefits	**19,655**	(462)
(Decrease) Increase in accounts payable and accrued liabilites	**(128,154)**	289,674
(Decrease) Increase in unearned revenue	**(200,141)**	200,381
Cash (used in) provided by operating activities	**(420,229)**	468,548
Cash flows from investing activities		
Purchase of capital assets	**(153,729)**	(231,936)
Cash used in investing activities	**(153,729)**	(231,941)
Cash flows from financing activities		
Repayment of long term debt	**(18,205)**	(19,860)
Cash used in financing activities	**(18,205)**	(19,860)
Net increase (decrease) in cash and temporary investments	**(592,163)**	216,747
Cash and temporary investments, beginning of year	**1,638,142**	1,421,395
Cash and temporary investments, end of year	**$ 1,045,979**	$ 1,638,142
Cash	**$ 272,128**	$ 864,291
Temporary investments	**773,851**	773,851
	$ 1,045,979	$ 1,638,142

See Accompanying Notes

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2008

1. General Information

The Southeast Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The Board of the Southeast Regional College is responsible for administering and managing the educational affairs of the College in accordance with *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of Southeastern Saskatchewan by facilitating learning options in partnership with community groups and businesses.

2. Significant Accounting Policies

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

Funds are a separate self-balancing set of accounts for each accounting entity established within the accounting system, which segregate the transactions of a particular activity, as follows:

i. The Operating Fund accounts for the organization's programs delivery and administrative activities. The fund reports unrestricted resources and restricted operating and program grants.

ii. The Capital Fund reports the assets, liabilities, revenues and expenses related to the capital assets of the College.

b) Revenue Recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the Operating Fund, in the year to which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund, in the year received.

Unrestricted contributions are recognized as revenue in the year received or receivable, if the amount to be received can be reasonably estimated, and collection is reasonably assured.

Investment income earned from the resources of internally restricted funds, is recorded as income in the Operating Fund.

Tuition, fee and contractual revenue is recognized as revenue of the Operating Fund in the period in which the related services are provided.

c) Capital Assets

Purchased property, plant and equipment are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Amortization is provided on a straight line basis over the estimated useful lives of the assets, and recorded as an expense in the capital fund, for the categories listed below:

Leasehold improvements	**Over the life of the lease to which they relate**
Program equipment and office equipment	5 years
Computer hardware and systems software	3 years
Office furniture	10 years
Buildings	20 years

d) Use of estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

3. Accounts Receivable

Accounts receivable are composed of the following:	2008 $	2007 $
Saskatchewan Advanced Education and Employment and Labour	**405,248**	135,697
Provincial Government - other	**101,515**	212,162
Other	**503,565**	514,579
Allowance for doubtful accounts	**(32,895)**	(43,358)
	977,433	819,080

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2008

4. Capital Assets

	Cost	Accumulated Amortization	Net Book Value 2008	Net Book Value 2007
	$	$	**$**	$
Buildings	226,583	30,287	**196,296**	94,798
Leasehold improvements	1,326,375	991,904	**334,471**	486,495
Program equipment	548,864	422,798	**126,066**	189,337
Computer hardware	1,072,321	1,016,449	**55,872**	137,693
Office equipment	17,342	17,342	**-**	594
Office furniture	83,253	77,446	**5,807**	11,322
System software	50,065	50,065	**-**	-
	3,324,803	2,606,291	**718,512**	**920,239**

5. Deferred Rent

The College entered into a lease for facilities for a period of 10 years in 1998. A condition of the lease required an advance payment of $150,000 to the lessor of the premises. The payment has been recorded as deferred rent and will be amortized over the term of the lease at the rate of $15,000 per year. The final $15,000 was amortized in the year ending June 30, 2008.

6. Accrued Salaries and Benefits

Accrued salaries and benefits of $193,928 (2007 - $174,273) representing retroactive salary adjustments and vacation earned by employees but not yet paid, has been calculated and recorded in the accounts.

7. Unearned Revenue

Unearned revenue represents restricted funding for operating grants and program payments received in the current period, for operations of the subsequent period as follows:

	2008	2007
	$	$
Saskatchewan Advanced Education, Employment and Labour	**508,549**	732,811
Other	**86,452**	62,331
	595,001	795,142

8. Long Term Debt

	2008	2007
	$	$
General Motors Acceptance Corporation 0% 36 month financing secured by 2005 GMC Truck, monthly repayment terms of $1,655 commencing June 4, 2005	**-**	18,204
Less Current portion	**-**	(18,204)
	-	-

9. Restrictions on Net Assets

The Board of Governors has placed internal restrictions on certain net assets to be used for future expenditures as indicated on Statement 3. These internally restricted amounts are not available for other purposes without approval of the Board of Governors.

Under the agreement with the Saskatchewan Building Officials Association, for the delivery of the Building Code Training for Canadians program, a portion of the exam fees paid by students is to be set aside, in an externally restricted fund, for future revision and development of the program.

10. Budget Amounts

The budget amounts on the financial statements were prepared by Regional College Management and approved by the Board of Governors on November 7, 2007. The Minister approved the budget on June 9, 2008.

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2008

11. Related Party Transactions

Included in these financial statements are revenues and expenditures resulting from routine operating transactions conducted at agreed rates with various Crown controlled ministries, agencies and corporations, with which the College is related. Account balances resulting from these transactions are included in the statements of financial position and operations. These transactions are settled on normal trade terms. Transactions with related parties, incorporated in these financial statements, include the following:

Significant payments to related parties during the fiscal year:

	2008 $	2007 $
Association of Saskatchewan Regional Colleges	**7,000**	21,313
Government of Saskatchewan - other	**6,377**	6,237
Saskatchewan Regional Colleges	**12,796**	14,898
Saskatchewan Institute of Applied Sciences and Technology	**760,617**	801,076
Saskatchewan Ministry of Government Services	**73,799**	82,923
SaskTel	**113,856**	111,950
SaskEnergy	**5,482**	8,921
Southeast Education Foundation	**89,822**	24,113
University of Regina	**36,570**	18,858
Workers' Compensation Board	**14,044**	23,440

Significant receipts from related parties, with the exception of Saskatchewan Advanced Education, Employment and Labour receipts that are detailed in Schedule 1, during the fiscal year:

	2008 $	2007 $
Apprenticeship and Trade Certification Commission	-	65,755
Saskatchewan Agriculture – Canadian agricultural skills service	890,363	836,451
Saskatchewan Tourism, Parks, Culture and Sport	-	7,000
Saskatchewan Finance	35,955	32,150
Saskatchewan Education	49,223	47,130
Saskatchewan Regional Colleges	38,252	42,436
Saskatchewan Student Financial Aid - Merit Scholarship	12,500	11,825
Sask Power	157,029	121,701
SaskTel	35,599	38,854
Saskatchewan Institute of Applied Sciences and Technology	18,196	93,590
Southeast Education Foundation	8,261	-
University of Regina	2,839	9,943
Workers' Compensation Board	31,477	36,836

Significant accounts payable to related parties as at June 30/08:

	2008 $	2007 $
Saskatchewan Ministry of Government Services	8,055	5,415
Southeast Education Foundation	7,716	50,000
University of Regina	-	6,479

Significant accounts receivable from related parties, with the exception of Saskatchewan Advanced Education, Employment and Labour receipts that are detailed in Schedule 1, as at June 30/08:

	2008 $	2007 $
Apprenticeship and Trade Certification Commission	27,336	-
Saskatchewan Agriculture – Canadian agricultural skills service	91,540	238,758
Saskatchewan Finance	3,676	8,064
Saskatchewan Regional Colleges	6,351	5,179
SaskPower	26,150	30,910
SaskTel	16,504	5,944
Southeast Education Foundation	18,782	12,979

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2008

12. Financial Instruments

Effective July 1, 2007, the College adopted the recommendations of the Canadian Institute of Chartered Accountants (CICA) Handbook Section 3855 – Financial Instruments – Recognition and Measurement. Under these new standards, all financial assets and financial liabilities must be identified and classified. This classification determines how each financial instrument is measured. The College's financial instruments and their classification are as follows:

Financial Instrument	Classification
Cash	Held for trading
Accounts receivable	Loans and receivables
Temporary investments	Held for trading
Accrued salaries and benefits	Other liabilities
Accounts payable and accrued liabilities	Other liabilities

Held for trading financial assets and liabilities are measured at fair value. Changes in the fair value are recognized in the Statement of Operations and Changes in Net Assets. Loans and receivables and other financial liabilities are measured at amortized cost. Due to their short term nature, the amortized cost of these instruments approximates their fair value. This change in accounting policy did not have a significant impact on the College's financial statements at the time of adoption.

Effective July 1, 2008, the College will be required to adopt CICA Handbook sections 3862 – Financial Instruments – Disclosure, and 3863 – Financial Instruments – Presentation. Section 3862 provides standards for disclosure of the risks arising from financial instrument to which the College is exposed, and how the risks are managed by the College. Section 3863 provides standards for the presentation of financial instruments and non-financial instrument derivatives. The College is currently evaluating the impact of the adoption of these new sections on its financial statements.

13. Financial Instruments Risks

The College is exposed to credit risk from non-payment of accounts receivable. Credit risk is minimal for amounts due from Saskatchewan Advanced Education, Employment and Labour and other amounts due from the Provincial Government. All other receivables are reported at estimated net realizable value.

14. Pension Plans

Employees of the College are members of the Teachers' Superannuation Plan, the Saskatchewan Teachers Retirement Plan or a defined contribution plan established by the Southeast Regional College. The College's obligations under these arrangements are limited to matching employee's contributions of the defined contribution plan established by the Southeast Regional College. Pension contributions for 2008 totaled $148,500 (2007 - $127,298).

15. Lease Commitments

The College has obligations for leases of office equipment and premises. Future minimum payments for the next five years total $1,004,011 with the following annual payments:

Year	$
2008-09	314,414
2009-10	311,176
2010-11	190,480
2011-12	103,853
2012-13	84,088

16. Controlled and Related Entities

The Southeast Regional College controls the Southeast Education Foundation but the financial information of the related entity has not been reported on a consolidated basis in these statements. Therefore, per Section 4450, paragraph 22, of the CICA handbook the following information, as at June 30, 2008, has been disclosed for the Southeast Education Foundation.

Total Assets	$105,131
Liabilities	18,750
Net assets	86,381
Revenues	66,894
Expenses	63,564
Cash flows, operating	38,870
Cash flows, financing	6,250
Cash flows, investing	--
Restricted funds, endowment	11,366
Restricted funds, community chest	50,000

Accounting policies of the related entity are the same but the year end statements of the Southeast Education Foundation are reviewed, not audited, by Dillon, Hillstead, Melanson, CGA Professional Corp., the same external firm that audits Southeast Regional College.

Southeast Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2008

				2008	
	General	Skills Training		Basic Education	
		Credit	Non-credit	Credit	Non-credit
Provincial Government					
Saskatchewan Advanced Education, Employment and Labour					
Base grant	$ 2,404,450	$ -	$ -	$ -	$ -
Program payments	-	1,893,506	-	731,509	-
Other	20,360	104,542	-	-	-
	2,424,810	1,998,048	-	731,509	-
Other Provincial	9,800	53,198	-	-	(1,500)
	2,434,610	2,051,246	-	731,509	(1,500)
Federal Government					
Projects	-	-	-	-	-
Other Revenue					
Admin recovery	-	-	-	-	-
Contracts	1,208	266,263	134,491	600	-
Interest	83,884	-	-	-	-
Rents	6,807	-	-	-	-
Resale items	559	333,628	27,833	-	595
Tuitions	-	2,271,334	188,566	4,100	2,028
Other	16,729	-	-	-	-
	109,187	2,871,225	350,890	4,700	2,623
Total revenues	2,543,797	4,922,471	350,890	736,209	1,123
Total expenses (Schedule 2)	3,514,056	4,070,190	195,572	718,175	2,375
Excess (deficiency) of revenues over expenses	$ (970,259)	$ 852,281	$ 155,318	$ 18,034	$ (1,252)

See Accompanying Notes

Schedule 1

University Credit	Services Learner Support	Services Counsel	**2008 Total**	2008 Budget (note 10) Total	2007 Total
$ -	$ -	$ -	**$ 2,404,450**	$ 2,368,431	$ 2,317,372
-	-	118,00	**2,743,015**	2,004,241	2,549,063
-	50,000	109,977	**284,879**	267,868	274,762
-	50,000	227,977	**5,432,344**	4,640,540	5,141,197
-	-	159,507	**221,005**	3,500	194,816
-	50,000	387,484	**5,653,349**	4,644,040	5,336,013
-	-	-	-	-	-
-	-	-	-	-	-
	-	-	**402,562**	660,519	241,812
-	-	-	**83,884**	69,600	84,366
-	-	-	**6,807**	3,900	5,206
-	-	-	**362,615**	298,430	378,731
120,449	-	15	**2,586,492**	2,945,862	2,645,122
-	-	-	**16,729**	4,075	582
120,449	-	15	**3,459,089**	3,982,386	3,355,819
120,449	50,000	387,499	**9,112,438**	8,626,426	8,691,832
221,209	49,150	388,293	**9,159,020**	8,867,544	8,619,966
$ (100,760)	$ 850	$ (794)	**$ (46,582)**	$ (241,118)	$ $71,866

Southeast Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2008

					2008
	General	Skills Training		Basic Education	
		Credit	Non-credit	Credit	Non-credit
Agency contracts	$ (5,586)	$ 2,244,133	$ 113,767	$ 2,100	$ 1,422
Equipment	71,821	303,090	280	5,805	-
Facilities	195,424	129,268	3,269	27,456	-
Information technology	188,320	24,035	-	-	-
Operating (Schedule 3)	792,775	496,990	64,561	51,868	344
Personal services	2,271,302	872,674	13,695	630,946	609
	$ 3,514,056	$ 4,070,190	$ 195,572	$ 718,175	$ 2,375
			$ 4,265,762		$ 720,550

See Accompanying Notes

Schedule 2

University	Services		**2008**	2008 Budget (note 10)	2007
Credit	Learner Support	Counsel	**Total**	Total	Total
$ 129,928	$ -	$ 1,118	**$ 2,486,882**	$ 2,259,806	$ 2,236,686
1,824	1,009	37	**383,866**	459,767	378,347
-	-	8,088	**363,505**	377,837	280,236
-	10,405	-	**222,760**	185,418	229,949
23,120	3,168	45,557	**1,478,383**	1,514,392	1,462,938
66,337	34,568	333,493	**4,223,624**	4,070,324	4,031,810
$ 221,209	$ 49,150	$ $388,293	**$ 9,159,020**	$ 8,867,544	$ 8,619,966
		$ 437,443			

Southeast Regional College
Schedule of Operating Expenses

Schedule 3

for the year ended June 30, 2008

	2008	2008 Budget (note 10)	2007
	Total	Total	Total
Advertising	**$ 233,509**	$ 237,765	$ 192,332
Association fees and dues	**16,952**	18,780	15,336
Bad debts	**7,547**	29,560	41,170
Financial services	**9,904**	3,281	7,985
In-service	**114,960**	78,066	69,354
Insurance	**21,329**	20,440	19,877
Materials and supplies	**259,041**	267,753	251,519
Printing and copying	**41,036**	41,227	45,231
Professional services	**124,034**	209,744	97,753
Resale items	**309,309**	268,480	310,814
Subscriptions	**906**	3,406	1,793
Telephone and fax	**88,693**	90,744	92,328
Travel	**222,360**	183,724	231,880
Other	**28,803**	61,422	85,566
	$ 1,478,383	$ 1,514,392	$ 1,462,938

See Accompanying Notes

GLOSSARY OF TERMS

Program Groups:

Institute Credit – education and training which leads to a credential i.e. certificate, diploma, degree; from a recognized credit-granting institution.

Industry Credit – education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Non-Credit – education and training that does not result in credentials or certification but meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s.) or leads to or enhances a person(s)/ group(s) employability or enhances community and/or social development or develops hobby, leisure and recreation skills.

Basic Education Credit – academic skills development that leads to certification at a grade 10-12 level or prepares individuals to write the GED exams.

Basic Education Non-credit – enhances an individual's reading, writing, and numeracy skills or develops personal and life skills necessary for employment activities or teaches English as a second language.

Student Enrollments: total number of unique students enrolled in program session(s) or course(s) within program sessions that are part of a specific Program Group.

Full-time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

(a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and
(b) for university courses: a minimum of 234 hours of scheduled class time for the academic year.

Part-time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week, or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Participant Hours: is defined as the total time (in hours) all students are actively involved in a program (course) of study.

Full Load Equivalents (FLE): is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group. Full Load Equivalents are calculated as follows:

Institute Credit:	1 FLE = 900 participant hours
Industry Credit:	1 FLE = 240 participant hours
Non Credit:	1 FLE = 240 participant hours
BE Credit:	1 FLE = 900 participant hours
BE Non Credit:	1 FLE = 420 participant hours
University:	1 FLE = 390 participant hours

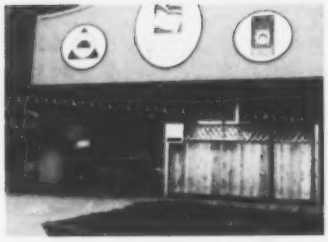
Completers: students who remained to the end of the program.

Graduates: students who completed all course requirements resulting in certification of training by a recognized body.

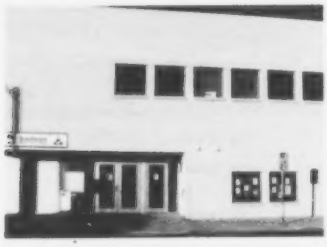
Program Delivery Centre: an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

CAMPUS LOCATIONS

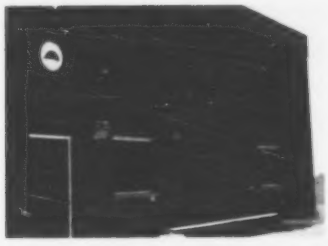
Administration Office
629 King Street
Box 2003, Weyburn, SK S4H 2Z9
Telephone: 848-2370
Fax: 848-2524



Assiniboia Campus
Prince of Wales Building
201 Third Avenue West
Box 1059, Assiniboia, SK S0H 0B0
Telephone: 642-4287
Fax: 642-3397



Estevan Campus
255 Spruce Drive
Box 5000-130
Estevan, SK S4A 2V6
Telephone: 634-4795
Fax: 634-8060



Indian Head Basic Education Centre
708 Otterloo Street
Box 248, Indian Head, SK S0G 2K0
Telephone: 695-2228
Fax: 695-2226

Moosomin Basic Education Centre
904 Gordon Street
Box 1457, Moosomin, SK S0G 3N0
Telephone: 435-2439
Fax: 435-4051

Moosomin Campus
Provincial Office Building
709 Carleton Street
Box 1457, Moosomin, SK S0G 3N0
Telephone: 435-4631
Fax: 435-4639

Weyburn Campus
629 King Street
Box 2003, Weyburn, SK S4H 2Z9
Telephone: 848-2500
Fax: 848-2517

Whitewood Campus
708 5th Avenue
Box 250, Whitewood, SK S0G 5C0
Telephone: 735-2290
Fax: 735-2999

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